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UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1914, NO. 25

WHOLE NUMBER 599

## IMPORTANT FEATURES IN RURAL SCHOOL IMPROVEMENT

COMPILED FROM SPECIAL REPORTS OF RURAL  
SUPERINTENDENTS TO THE BUREAU  
OF EDUCATION

By W. T. HODGES

DIVISION SUPERINTENDENT OF SCHOOLS  
ALEXANDRIA COUNTY, VA.



Monograph

WASHINGTON

GOVERNMENT PRINTING OFFICE

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## LETTER OF TRANSMITTAL.

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DEPARTMENT OF THE INTERIOR,

BUREAU OF EDUCATION,

*Washington, October 8, 1913.*

SIR: Here and there in all of the States are to be found county, township, and district superintendents of schools who have hit upon some plan of improving the schools under their supervision by means of better administration, improved courses of study, and better methods of teaching, better buildings and grounds, a closer cooperation of home and school, or otherwise. For lack of means of publication, however, the good plans of a county in one State remain unknown to school officials and teachers in other States, and frequently to those of other counties in the same State. To discover and make known these plans, the methods of their application and their results, to all rural-school officers in all the States is one of the means by which this bureau can render valuable service to the cause of rural education.

The manuscript transmitted herewith is made up largely of extracts from and summaries of letters received recently from rural-school officers in response to my request that they write me in full detail an accurate report of any work out of the regular routine done in their schools within the last year or two which they thought to be of sufficient value to make it desirable that it should be made known to others.

I recommend that the manuscript be published as a bulletin of the Bureau of Education for distribution to State, county, township, and district superintendents, county and district school boards, and county associations of teachers.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

To the SECRETARY OF THE INTERIOR.



## **IMPORTANT FEATURES IN RURAL-SCHOOL IMPROVEMENT.**

**Compiled from special reports of rural superintendents to the Bureau of Education.**

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### **INTRODUCTION.**

Toward the close of the school year 1912-13 the United States Commissioner of Education sent a letter to all school superintendents who have rural schools under their supervision, asking them to report to the Bureau of Education anything of unusual or special value that had been done in the schools during the past year or two. These superintendents were asked also to report any special methods which they had found successful in improving the efficiency of their rural schools.

These letters were sent to the county superintendents, to the union district superintendents in New England, the township superintendents in Ohio, and the district superintendents in New York. Approximately 3,500 letters were sent out, nearly one-half of which were answered. Many of the letters briefly enumerated a number of occurrences of local interest, such as an increase in the length of the school term, a bond issue for a new school building, or the introduction of a printed course of study. Others gave fairly complete accounts of one or two things of general value to those interested in rural education. From the great number of answers received there have been collected for publication in this bulletin such selections as seem to contain suggestions of special value to other superintendents. Many letters contain a statement of plans which are just being put into operation or which will be put into operation during the coming year. These are not included.

The reports are grouped broadly under the following topics: Administration and supervision; instruction; improvement of grounds and buildings; socializing the schools; and miscellaneous. Several letters containing reports on more than one subject are included in full.

A study of the letters from which these abstracts are taken reveals improvement everywhere in the schools for country children. There is a feeling that the country child will be best educated for whatever life he may lead, whether in the city or in the country, if taught in

terms of country life. The movement for the closer and more effective cooperation of school and home is nation-wide. Parent-teacher organizations are common in all States. Country schoolhouses are used to some extent as civic and social centers in all States in the Union. Practical subjects, such as agriculture, cooking, sewing, manual training, etc., add vitality and interest to the courses of study. Contests and club activities are coming into general use as a means of encouraging children to do their best work.

No special feature of the improved rural-school work is confined to any one State or section. Reports from various superintendents show the Babcock milk tester to be used in schools of Wisconsin, Vermont, South Carolina, California, and many other States. Boys' and girls' agricultural clubs are found in almost every State in the Union. School fairs, as separate institutions or as departments in the agricultural fairs, are general throughout the country. Oregon and Missouri report plans extensively used of giving credit at school for industrial work done at home; reports of similar work come from superintendents in probably one-half the States in the Union. The "home-project" method of teaching agriculture used in Massachusetts is also used in Louisiana, Wisconsin, and other States.

#### ADMINISTRATION AND SUPERVISION.

*Berks County, Pa. E. M. Rapp, superintendent, Reading.*—The slogans of our county have been for years "Stay on the farm," and "The country school of to-day for the country life of to-morrow." The result in the schools has been farm arithmetic, farm geography, elementary textbooks in agriculture, and a demand for the enrichment of the course of study for country children, that country children be taught in terms of their own lives. Realizing that whatever it is on paper, the course of study is largely the teacher, and that enrichment of the course must come principally through enrichment of the teacher, we have labored most for better-trained teachers in our schools.

Of the 550 teachers in Berks, 95 per cent have had some training in State normal schools, while as many as 350 are graduates. Of the remaining 200 teachers, 140 are holders of State and county permanent certificates, 25 are college graduates, and a score are holders of the provisional grade—the lowest grade certificate. For the last two years applicants for this lowest grade certificate were supposed to have at least four years of high-school training, supplemented by a year's professional training at a State normal school. Three hundred of the teachers are men, and 90 per cent of all the teachers, both men and women, are country bred. The average salary is \$52.50 a month, almost double that of 15 years ago.

The following movements have also been very potent factors in redirecting education in the county:

1. Our boys' and girls' clubs for home industrial work, with 1,500 members, organized seven years ago, greatly vitalize all school work and afford opportunities for correlating drawing, language, arithmetic, composition work, and geography with concrete industrial work.

2. Our country teachers' association, in which all of the 350 teachers of one-room schools in the county are enrolled, meets once a year at Reading to discuss rural school problems and to listen to good speeches on the country-life movement.

3. A country-life bookshelf of 50 volumes has been established in the office of the county superintendent and opened free to every teacher and farmer in the county. These books are influencing the institutional life of the open country for a better rural civilization. A complete catalogue of the books is printed and forwarded to anyone desiring the same. The following are a few representative titles: The Country Life Movement, L. H. Bailey; The Rural Life Problem of the United States, Horace Plunkett; Rural Wealth and Welfare, George T. Fairchild; The American Rural School, Harold W. Foght; Farm Boys and Girls, William A. McKeever; Freckles, Gene Stratton Porter; The Satisfaction of Country Life, James Robertson.

4. Copies of the United States soil survey report and map of Berks County have been placed in each school. Teachers are required to teach the salient features of the report in connection with local geography in the eighth grade, examination in that grade being based largely on the report.

5. In May of each year an annual field day or play picnic for country school children is held on the grounds of the Kutztown Normal School. Singing contests, well-directed games, track and field events, and contests in oratory and in declamations make the day one of great pleasure to the children and their parents. Since the inauguration of this movement, the play activities of almost every rural school have been stimulated, the repertoire of games of the children has considerably increased, and playground apparatus has been installed in many school plats and farm homes.

6. The plan of standardizing one-room schools was inaugurated several years ago, and has proved most effective in placing our rural schools on a higher plane. The first year four schools received diplomas. The second year the number increased to 41, and the third year 150 measured up to the standard and became "accredited." Nearly every one of the 350 schools made an effort to qualify in some of the specified conditions in order eventually to reach the desired goal. Several applications were refused on account of inefficient teaching.

7. The civic league of Reading has established traveling art exhibits for one-room country schools, modeled and planned somewhat after the Turner free traveling art exhibit. Each exhibit contains a dozen carefully selected pictures, mounted on cardboard, peculiarly adapted to one-room schools, and accompanied by books and leaflets on picture studies for the teacher. The child thus becomes familiar with a dozen good pictures a year. Since the inauguration of this movement, there are no longer found on the walls of our schoolrooms advertising cards, chromos, faded prints of authors, and tissue-paper flowers.

8. A monthly bulletin, which is a clearing house of information on all school activities within the county, is published and sent free to every teacher, director, and interested patron in the county.

9. Through the organization of school and home associations the schools of the county are rapidly becoming social centers.

*Walla Walla County, Wash. Mrs. Josephine C. Preston, formerly county superintendent, now State superintendent of public instruction.*—In 1909 Walla Walla County was divided into 10 groups or districts. The number was afterwards increased to 12. The divisions were not arbitrary, but were changed from time to time, whenever it was thought that a change would better accommodate people living near a selected center. They were arranged as nearly as possible with one of the larger schools near the center of each.

By means of a series of contests in spelling and declamations a community center movement at these central schools was begun. A general meeting of all the patrons and of those interested in schools was called at the most convenient gathering point of the division. In some of the centers it was found necessary to use a neighboring church building on account of the larger audience room afforded. Later contests in sewing and in domestic science for the girls and in manual training for the boys were added. In addition to these features, well-organized lecture courses were provided for the centers.

The principal of the graded school chosen as a center had charge of the contests in the division, formulating plans under the direction of the county superintendent and arranging for the meetings and exhibits. The teachers in the surrounding districts in the division followed the direction and advice of this central school principal, with the result that this principal became in effect, a supervising teacher for the entire division.

From Walla Walla County this community center movement has spread rapidly to other counties of the State, until now there are at least 200.

These community gatherings are consolidating community interests to such an extent that community spirit will demand the consolidation of the local schools for both social and economic reasons. In

each division there is developing a good rural high school, which has the interest and support, so vital to the success of any rural high school, of the teachers and patrons of the small surrounding schools.

A further advantage is that the rural schools of the division are provided with some degree of supervision, at practically no expense beyond the salary paid to the principal of the central school. This whole movement can not fail to make community life more worth while and to build up schools in terms of rural life with all the advantages of an urban community.

*Box Elder County, Utah. D. C. Jensen, superintendent, Brigham City.*—We have but one large town in the county, Brigham City (population about 4,000), so that our 35 schools outside of Brigham City can properly be classed as village and rural schools. The county was consolidated into one district in 1907 and is now under the direction of a county board of education of five members, elected from the five divisions of the consolidated district.

1. The supervising force of Box Elder County consists of the county superintendent, a primary supervisor, and supervisors of music, art, and sewing, and nature study and agriculture. These people spend all of their time during the school year in supervision. The superintendent is engaged for the entire year. So also is the supervisor of nature study and agriculture, who spends his summer months in the field with the various agricultural clubs.

2. The following clubs have been organized: Potato clubs, tomato clubs, beet clubs, and general agricultural associations, including poultry, dairying, home gardening, etc. These are all under the direction of the supervisor of nature study and agriculture, who is kept in touch with the work through personal visits and frequent correspondence during the entire year. Cash prizes aggregating \$550 are offered this season as an incentive for large numbers to enter upon this work in a scientific competition for superiority as practical farmers. These prizes are offered by the various factories interested in the crops grown by the clubs.

3. In place of agriculture for girls in the seventh and eighth grades, we have been giving sewing in some schools. This has proved so satisfactory that we shall give it in all schools next year. The work is under the direction of the art and sewing supervisor. While the girls were interested in agriculture, they are naturally more interested in the domestic arts work.

4. The past season was the first year we have had supervision in art separate and apart from the primary supervision in general. The results have been excellent.

5. In the assignment of teachers we have kept in mind having at least one teacher in each building who can teach music.

6. Through the increased efficiency of school work, due largely to better supervision, we have reached the point when we feel it safe to eliminate the beginners' grade. We have maintained nine grades heretofore; hereafter we will complete the grade work in eight years of eight months each, at a saving of one year in each child's life and an annual saving of \$10,000 to the county.

7. During the past year we introduced the plan of giving school credit for home work, with most gratifying results. Never in the history of our schools has there been such close union and such perfect cooperation of effort between home and school as this movement has called forth.

8. During the past school year the district erected 11 new school buildings, at a total cost of \$205,000, amounting to \$44.50 per capita of school population. Twenty van drivers were engaged, eliminating about that number of small mixed schools, at a saving of many thousands of dollars and at a gain of efficiency in graded work the value of which can not be estimated.

9. Our high-school work is concentrated in one large school in Brigham City. Transportation at a maximum of \$2 per week is allowed students from outside of Brigham, thus equalizing the cost of high-school education throughout the county and at the same time securing the maximum of efficiency through having our efforts confined to one institution.

*Lafayette Parish, La. L. J. Alleman, superintendent, Lafayette.*—Beginning with the year of 1909, the school board of Lafayette Parish has furnished an automobile to the parish superintendent for visiting schools. He is thereby enabled to visit many more schools and very much oftener than was possible with horse and buggy.

An appropriation has been made for the purpose of a stereopticon. This is to be used principally in a campaign for consolidation of rural schools, but it will also be loaned to different schools for illustrated lectures.

In order to encourage further consolidation of schools the parish board has adopted regulations providing that one-room schools shall not be permitted in the future to teach beyond the fourth grade, and two-room schools the seventh grade. As we have strong consolidated town schools within reach of nearly every child in the parish, it will be possible for the children from one and two room schools to do advanced work in one of these central schools. A minimum monthly attendance of 25 children for a one-room school and of 50 for a two-room school has been fixed by the board. In case any school is closed on account of lack of attendance, transportation to the nearest central school is to be provided.

Salary schedules have been adopted as follows: Graduates from the State normal school, \$55 per 20 school days, with annual in-

crease of \$15 for a period of 10 years; graduates of our two industrial institutes, which maintain a short teachers' course, \$50 per month, with the same increase as stated above; holders of first-grade certificates, obtained by State examinations, \$45 per month with the same annual increase; second-grade teachers, \$40 per month with the same increase; third-grade teachers, \$35, no increase.

Consolidated schools are within 5 miles of any section of the parish; between these we have one and two room country schools. The town schools open in September and close in June, while the country schools open in November and close in August, so that it is possible for our children to attend school the year round.

*Franklin County, Ky. E. R. Jones, superintendent, Frankfort.*—Franklin County is divided into 4 educational divisions, each division containing approximately 750 pupils, with 9 to 14 subdistrict schools. Approximately in the center of each educational division we have located a county high school doing two years' work.

These central schools are open, not only to students of high-school grade, but also to seventh and eighth grade pupils of the various subdistricts free of tuition. This class has proved highly successful. Frequently the board of education, after providing what it considered ample stable room for the horses of those who would drive to school, has been compelled to double the capacity. As a result of the better opportunities offered, and enforcement of the compulsory-attendance law, school attendance in the county has increased more than 25 per cent.

The board of education has made the principals of the central high schools also principals of the subdistrict schools within the educational division. These principals are required to visit and supervise the schools for several weeks prior to the beginning of the high school, and also to keep in touch with the school work of the division by holding teachers' meetings, etc.

Although the central high schools have only two-year courses of study, the board has a contract with the Frankfort High School whereby all the pupils who complete the two-year course may enter this school free of tuition and complete the four-year course of study. Many of the country children are availing themselves of this opportunity.

*Randolph District, Union, Vt. H. W. Lewis, superintendent, Randolph.*—An office located in the center of Randolph village was opened January 1 as headquarters for affairs pertaining to the country schools embraced in three townships of the Randolph district union. In this office the rural-school teachers meet at least once each term during the school year. Here problems pertaining to school management and general discipline are considered. From

this office are distributed all books and supplies used in the rural districts and here are kept on file all records and reports received from the teachers of the union; also all State records, examination papers, etc., that have to do with the rural schools.

A reading circle has been established for teachers of the union. Small dues are collected and the proceeds used in the purchase of books on pedagogy and other material useful for teachers. This office is also used as a meeting place for school directors of the rural districts. Here, upon their own vote, they have agreed to meet at least once a term with their superintendent for the discussion of all problems and questions concerning the welfare of their respective schools.

*Martin County, Minn. C. J. Timms, superintendent, Fairmont.*—One of the greatest helps to the rural schools of this county has been the appointment of an assistant superintendent. The woman appointed is an expert primary teacher, college trained. She has full charge of the primary work in the county, and issues primary outlines each month for the guidance of the teachers.

The assistant visits each school in the county at least once during the year. In this connection it might be of interest to describe our method of visiting schools. We use the best automobile livery obtainable, and plan to leave the county seat each school morning, when the roads are good, at 8 o'clock. The driver leaves one of us at the first school to be visited and takes the other to the next. He then returns to the first school, and when the visit is concluded moves the supervisor to the next school. He then returns to the second school and moves that supervisor to another school. In this manner we are able to visit about eight schools each working day, at an average cost of about \$1 per school. We are also enabled to visit each school several times during the year.

*Johnston County, N. C. L. T. Royall, superintendent, Smithfield.*—Last summer our board, in conference with the State superintendent of public instruction and the State rural school supervisor, decided to engage a rural supervisor for Johnston County, whose work would be, in part, to aid in the general work of supervision, but chiefly to attend to the rural schools. The rural supervisor, Miss Kelly, came in October, and we have doubled our efforts along all lines of work. We selected eight schools in the rural districts which we hoped to make into social and educational centers from which the work might spread into the surrounding communities. Seven of these schools are now adding additional rooms or erecting larger buildings. At one place two whole districts and a part of another are consolidated, and the people are enthusiastic over a new four-room building with an auditorium on the second floor that is used for community gather-

ings of every kind. A large part of the money for this building was raised by private subscription among the patrons of the school.

*Wallowa County, Oreg.* *J. C. Conley, superintendent, Enterprise.*—The most important thing accomplished for the schools of this county the past year has been to arrange for more complete and closer supervision of the rural schools by putting in an assistant supervisor.

*Wabash County, Ind.* *Robert K. Devricks, superintendent, Wabash.*—Our plan of supervision provides for township principals in each township of the county. These principals act as assistants to the county superintendent and are required to teach only about half their time, the other half being given to the supervision of the graded schools in which they teach and of the surrounding country schools. Rural teachers are visited frequently, and their work is supervised almost as closely as in graded schools. We have been doing this for several years, and the results are very gratifying.

*Harrison County, Miss.* *J. J. Dawsey, superintendent, Gulfport.*—We have had a rural-school supervisor for the first time in the history of the State this past session. This supervisor is paid from private funds raised in the county, supplemented by funds from the Southern Education Board. We are working to get a law for three to five supervisors in each county in the State paid from public funds.

*Washington County, Tenn.* *E. S. Depew, superintendent, Jonesboro.*—A supervisor of rural elementary schools has recently been employed. His duties are to visit the schools and confer with the teachers as to organization, classification, and administration of schools, and to organize library, improvement, and industrial clubs.

*Woodstock Township, Vt.* *Linwood Taft, superintendent, Woodstock.*—The employment of specialists in drawing and music who visit the rural schools every week or two and give lessons in their subjects, as well as instruct the teachers in the work to be done between visits of the special teacher, has infused more spirit and enthusiasm into all the work of those schools than any other one thing.

*Cumberland and Goochland Counties, Va.* *C. W. Dickinson, jr., superintendent, Cartersville.*—The best thing that has been done in my division during the past year was the introduction of a system of industrial education for negroes by means of a special negro supervisor for each county. The supervisor works 12 months in the year to improve, through the school, the social and financial condition of negroes. This movement is producing better clothed and better fed negro pupils at school, better health conditions at home, and larger revenue from negroes for the counties and for the State.

*Harrison County, W. Va.* *A. P. Morrison, superintendent, Clarksburg.*—In the county last year we had three district supervisors, and hope to have four or five this coming year. We find that district

supervision is very helpful in many ways. Better teachers may be secured, and should a weak teacher be hired the supervisor is a great help to her. Young teachers need the help of a supervisor very often, and the superintendent in a county having between 350 and 400 teachers can not do much actual supervision.

*Harris County, Tex. L. L. Pugh, superintendent, Houston.*—We have established the office of primary supervisor in the rural schools. She has supervision over the primary grades of the county. Her duties are to advise with teachers, visit schools, conduct institutes, and hold conferences with teachers.

We have also established in several districts where we have from 500 to 1,500 scholastic population superintendents who have supervision and direction over the schools and teachers in the district.

*Pointe Coupee Parish, La. Charles F. Trudeau, superintendent, New Roads.*—An expert teacher was employed by the school board to give his entire time to the organization of industrial clubs in all of the schools, to give demonstrations in canning fruits and vegetables, and to superintend methods employed by the school children and older people in planting and cultivating fruit trees and vegetables. This work seems to be revolutionizing industrial activities in our country life.

*Butler County, Pa. Frank A. McClung, superintendent.*—Among the 10,377 school children of our county we have many enviable records of continuous attendance. Certificates were issued each month to those pupils who had not been absent or late during the month, and at the end of the term a larger certificate was issued to those who had gone the full term without missing a day or being tardy. There were nearly 500 pupils with this record in the county. Many have gone to school five or six terms, and in several instances eight terms, with a perfect attendance record. In a few cases the compulsory attendance law was resorted to. The townships which live up to the law most closely and show the best record are those having a regularly employed attendance officer, often the constable of the township, who takes charge of the work for the board and is paid a stated amount for his services.

*Marion County, W. Va. A. L. Thomas, superintendent, Metz.*—To stimulate better attendance we have been sending to each of our schools a monthly report, grading them according to their percentage of attendance: Grade A, 95 to 100 per cent; B, 90 to 95 per cent, etc. Both teachers and pupils were interested in these reports and made special efforts to keep the record of their schools high. As a means of helping to better the attendance, we think it has been worth while. Three reports contained the names of all the teachers in the district, where they were teaching, and the number of pupils enrolled.

*Lavaca County, Tex. William Eilers, superintendent, Hallettsville.*—The rural schools of this county were classified by a county board of trustees composed of five members, with the county superintendent as ex officio secretary. They were classified as primary, intermediate, and high schools. The State course of study prepared by the State department of education was adopted for use in the county. No teacher is permitted to teach more than the first six grades; schools of seven and eight grades are required to employ two teachers; if the attendance is above 100 pupils, they must employ three or more teachers. Districts having a large census enrollment and employing only one teacher are limited to five grades; children above that grade are transferred to another district that has a school with higher grades. This classification has caused the trustees of four districts to build additions to their schoolhouses and add another teacher.

*Caroline County, Md. E. M. Noble, superintendent, Denton.*—School extension work has been organized. The county is divided into three sections—northern, central, and southern—each of which has an agricultural high school. Lanterns and slides are provided for the use of the agricultural and home-economics teachers in these various groups, so that they may visit just as many of the rural schools as possible, and show views contrasting the best and poorest agricultural conditions in the country. We find that our people are generally more interested in local views than distant ones. Some outside views are shown to broaden the scope of the talk.

*Kane County, Ill. Edward A. Ellis, superintendent, Geneva.*—An important movement in our county has been the organization of the Kane County school officers' association. This association is open to all school officers of Kane County, but the larger per cent of the active members have come from the rural and village schools. This past year, however, a number of the city members of boards of education attended the meeting and took some part in the program. This organization has been very helpful in gaining an added interest in school matters throughout the county, and particularly in obtaining improvements in the physical conditions of the school system.

*Plainville Township, Conn. Lewis S. Mills, superintendent.*—During the past year we have selected one school in each town, a school centrally located, and made a "model school" of it. We made a very careful selection of our teacher, paid her somewhat higher wages, gave her special supervision, and thus demonstrated what the rural school under ordinary conditions could become. We then required each of the other teachers in the town to spend a few hours in this school, either observing and making notes or observing and later taking a class under the direction of the model teacher.

In this way the teaching in all the schools was improved. The town could not afford to give all teachers higher pay, so this method was devised to make as great improvement as possible.

### INSTRUCTION.

*York County, Nebr. Alice Florer, superintendent, York.*—Special efforts have been given to reading. Three years ago the reading contest was organized in York County, and formed the foundation upon which our improvement in reading is based. Each year the pupils have shown distinct signs of progress, but this year the improvement was more notable than ever before.

Our plan for these contests is as follows: At the beginning of each year the teachers understand that there is to be a reading contest in the spring, and it is their duty to give special attention to the subject in each division. Each teacher is given the list of 15 selections, to be taken from the proper reader. While she is supposed to work on any selection in the book, as she chooses, the selections for the contest will be chosen from these 15. About March 1 the pupils of each school enter into a district contest. The fifth and sixth grades compete and the seventh and eighth grades compete among their own members, respectively. The contestants are graded as follows: Posture 10, articulation 25, pronunciation 15, expression 50.

Each teacher chooses three judges who are disinterested persons. Three or four weeks following the district contest we hold a township contest, when the winners from each school district in the township meet to contest for the township honors.

The township manager, who is appointed by the county superintendent, secures judges as in the district contest, and the contestants are graded on the same points. In the contests the pupil does not know in advance what selection he is going to read other than that it will be one of the 15 sent out at the beginning of the year. On the same date as the township contests in the rural schools the town schools hold their contests.

The winners from the town and township contests are the delegates to the county contest, which has been held the past three years in connection with the county teachers' institute. This year we had in all 50 contestants in the three divisions—high school, grammar, and intermediate. Their reading was so good that it was difficult for the judges to make their decisions, and this fact indicates that good readers are quite numerous throughout the county. Over 40 counties of Nebraska have adopted the "York County plan," and we feel it is benefiting a great many young people. Reading is never slighted where the contests are held, for it is regarded as a disgrace to a school to have poor readers.

This year we instituted the old-fashioned spelling school, and it has worked well. The plan is almost the same as that of the reading contest. The difference is this: During the year each school challenges all the schools around it to a spelling match. These spelling matches are held every week or two. After the schools have been studying spelling and engaging in matches for about six months, each district has a contest, and the winners are delegates to the township contest. Those successful then take part in the county contest held later.

The result is twofold. It institutes a social center in each school district, for most of the parents attend every challenge spelling contest, and frequently the schools hold what are called "community contests," in which parents, pupils, and all others engage in friendly rivalry in spelling. These contests create more real enthusiasm and interest among patrons than anything we have had previously. Parents frequently tell me they are pleased with the contests, and that they are benefiting both pupils and schools.

For the past five years we have done work in domestic science and art, manual training, agriculture, etc. At our last eighth grade commencement, June 5, 1913, many of the girls who received diplomas had made every article of clothing they wore. Some had hand-embroidered dresses, trimmed in hand-made lace, made by themselves, and nowhere could you have found girls more neatly dressed.

Work is outlined and sent out from this office to each school. It includes an article to be made each week in baking or cooking, and one garment each month for the girls to be sewed and woodwork for the boys. The boys are required to make one article each month in order to get the credit offered, and also to plant an acre of corn or one eighth of an acre of potatoes, or both. The girls are allowed to plant and take care of a plat of tomatoes 2 rods square, and many of them did so, although it was not necessary for credits. The credits were 10 per cent to be added to the lowest passing subject in the eighth-grade county examination, if the entire course as outlined was completed.

*McCook County, S. Dak. C. A. Kuech, superintendent, Salem.*—Because of the fact that spelling has been so badly neglected in our schools we have each year conducted a county spelling contest. The first year we encouraged local contests, and asked each school to send one contestant to the county contest at the county seat. We offered a gold medal for first prize and a silver one for second. This contest was a success, but only about 30 pupils came to the county contest. The spelling was from a list of common words, selected and sent to the teachers during the year.

The past year we changed the rules of the contest as follows:

## RULES.

1. The county superintendent is to send out 1,000 words, in lists of 200, to the teachers.
2. Pupils to spell these words on paper, using pen and ink.
3. Teacher to correct the list and send to the county superintendent.
4. After the entire list is spelled the grades are averaged, and all obtaining an average of 95 per cent or above are granted a diploma and excused from taking the final examination in spelling, if a member of the eighth grade; all those making an average of from 87½ to 95 per cent are issued a certificate, and if they are members of the seventh grade, or some grade below that, they are excused from taking the final examination in that subject.

This contest was very successful last year. Three hundred pupils took part and sent in their lists of words; 239 diplomas and 20 certificates were issued.

Another contest of much interest to us is the annual declamation contest for the eighth grade. These pupils prepare declamations or orations, not original, and speak them at district contests. The best speakers are selected to take part in a general county contest, at which medals are offered. To induce pupils to participate in the contest, we permit them to pass the final examination on a lower average than would otherwise be required.

We have our county divided into five districts, corresponding to the number of principal towns. The rural and town pupils are required to compete with each other. As a rule, the rural school pupils carry off their share of honors. This year they won a total of 18 points out of a possible 40. The people show a great deal of interest in these contests, and we are never able to get a hall large enough to accommodate all the crowded.

*Logan County, Ill. D. F. Nichols, superintendent, Lincoln.*—The interest of the pupils in school work is held largely through the examinations, pupils' reading circle, spelling matches, writing contests, perfect attendance certificates, and the county commencement.

Monthly examinations are held in every school. We have a uniform series of textbooks and a county manual in which monthly assignments are made. This manual correlates the textbooks and the State course of study. At the end of the year central and final examinations are held for the seventh and eighth grades, and what is known as complete examinations for the ninth and tenth grades. It may be well to say here that the ninth and tenth year work is offered in every rural and village school in Logan County. Pupils who complete this course are given two years' credit in all accredited high schools. Thus a two-year high-school course is brought to the doors of every child in this county. Our fifth annual county commencement for tenth-grade graduates was held in June, making a total of 300 graduates in the past five years. We had over 600 pupils

in the final examinations for the four grades named this year. The commencement is held in Lincoln, and the attendance exceeds 1,000.

I believe the scholarship of the teachers is better than it is in those counties not having ninth and tenth grades in the rural schools. With us the tenth year represents the minimum qualification with every teacher. In order that the daily program may be protected from congestion we eliminate the least important studies and alternate wherever possible.

There is keen rivalry on the part of teachers and pupils to get on the honor list in all the county examinations. We publish the names of those making the highest 10 averages in each grade, with the names of their teachers. Instead of interest lagging at the close of the year, it is at its highest pitch. The two pupils making the highest and second highest averages in the tenth grade give the valedictory and salutatory orations in the county commencement exercises.

*Cherokee County, Iowa.* *Miss Kathrine R. Logan, superintendent.*—In each township of Cherokee County there are special schools for farmer boys, held for about four months during the winter. They are owned and managed by the township and form a part of the regular school system. These schools open late in November, when the fall work ends on the farm and close early in March, when spring work begins. In each school the teacher is a man, generally from the Iowa State Agricultural College. When the schools were organized the boys were taken into the confidence of teacher and superintendent and made to feel that they were really an important part in the administration of the school. They were asked to help decide on the course of study of the school, and their contributions were well worth while in arranging a program which included arithmetic, algebra, agriculture, business correspondence, civil government, commercial law, lyceum work, manual training, music, parliamentary drill, public speaking, penmanship, and political science.

These schools are not expensive. The term is short, and inexpensive buildings were erected on the same lots with regular schools. With a student body made up of boys from 15 to 20 years old, there is no problem of transportation. For farmer boys who have finished the common schools and who have no time to attend the regular high schools these township special schools furnish practical rural-life training at the most favorable time of their lives.

*Ayer, Shirley, West Boylston, and Boylston, Mass.* *F. C. Johnson, superintendent, Ayer.*—In Ayer I have had for three years a special room to which the brighter children from grade 2 are promoted and remain for two years, doing in that time the work of three grades. In this same room I put a slow group of children from grades 4 and 5, as the numbers of our classes demand, and am thus enabled

to get these pupils up with their grade or, if this is impossible, to get them thoroughly grounded, so that they are ready for work in a lower grade. I find that many of this class of pupils need this thorough review in one or more fundamentals in which they have failed to keep up through handicaps of sickness and absence.

I find that about one-fifth of the pupils at the end of their second year are able to do the work of the next three grades in two years. I allow no crowding or overwork.

*Mason County, Ill.* *Fannie Spairs Merwin, superintendent, Havana.*—The best thing done for rural schools during this year was the adoption of a county course of study based on the uniform county texts. A monthly periodical was issued from the superintendent's office, giving detailed instruction as to the particular portion of each month's study. Review questions numbering from 25 to 75 on each branch were sent out twice during the year, a mimeograph copy of typed questions going to each seventh and eighth grade pupil in the county. Fully 90 per cent of schools, both rural and town, used this system.

*Monroe County, N. Y.* *W. W. Rayfield, district superintendent, Webster.*—Especial progress has been made along the line of rapid mental drill in number work. Contests throughout the grades of the different schools have been carried on and a record kept of individual progress. A second-grade pupil during my inspection gave the 45 combinations in addition in 35 seconds. This was about two months after school opened in the fall.

*Milton Township, Ohio.* *C. S. Clouse, superintendent, Rittman.*—We have our work outlined in the rural schools just as we do in the village. At the beginning of each semester we divide the work into as many parts as there are weeks in that period. This is uniform over the township. Each teacher reports where he is working at the end of each month. In this way we keep the teachers all working at the same thing at the same time. Many good things have resulted from this.

We have an annual exhibit of school work each spring. This has added much interest to the accuracy and general character of the school work. We have an annual spelling contest, at which time four pennants are given to the best schools, and these are kept up in the schools until the next year. This proves quite a stimulus to making good spellers.

*Dartmouth Township, Mass.* *Albert S. Cole, superintendent, North Dartmouth.*—During the past two years superintendent and teachers have been giving considerable attention to conservation of the teacher's time in mixed schools of several grades through a study of program making. This has been mainly accomplished through

the reduction of the number of recitations, by the union of classes or grades in certain subjects. For example, in geography grade 7 would ordinarily study South America and Europe and grade 8 Asia, Africa, Australia, etc. We find that these two classes are easily put together, taking seventh-grade work one year and eighth-grade work the next, and so on alternately. The same idea has been applied to various other studies.

From 30 to 35 copies each of a large selection of reading books are kept at the central office. A list of these books is given to each teacher, and a class supply of any book is loaned to any school upon request, being delivered to her school by the superintendent at his next visit. As soon as the books have been read, they are returned and are ready for some one else to use. By this plan a small expenditure of time and money makes available to every rural school a large range of reading matter.

*Uxbridge and Douglas Townships, Mass.* *Charles M. Pennell, superintendent.*—Our greatest effort the past year was given to bringing delinquents up to grade, so that none might fail of promotion. Necessarily the teachers did much individual work with the delinquents. Periods were set apart for this work at every session of the school. We have found that this work pays. Many of our laggards were brought up to grade. Almost without exception such children afterwards kept up with their classes.

*Warren Township, Mass.* *Albert J. Chidester, superintendent, Warren.*—In no one of my towns are the books in the public libraries graded, and in only one is there anything to indicate whether a book is intended for juvenile or adult. For the two libraries wholly unclassified I have prepared lists of graded books. In Warren we have a town library of about 12,000 volumes that has been very little used by school children. I prepared a list of 450 books suitable for the various grades. One-half of our population is at West Warren, 3 miles distant. There is no branch library, so the teachers undertook to get the books to the pupils. During 5 months the circulation of books in that part of the town has been more than any other previous 12 months. In Wales the result has been the same. Where scarcely 20 people formerly used the library, now, with a graded list of books, many children are using it intelligently and are acquiring a taste for reading.

*Brown County, S. Dak.* *M. M. Guhin, superintendent, Aberdeen.*—The most important work we have undertaken this year has been the establishment of the county supplementary reading library. We have now about 800 supplementary readers for the grades from 1 to 6, which we send out to be used by rural and village classes, on request of the teacher. There is no charge for the use of the books,

and the county pays transportation one way, the teacher or class the return transportation. The funds for this library were secured by charging a small admission fee at the eighth-grade declamatory contests held in several places throughout the county and through a donation from the Aberdeen commercial club. We hope to see the library grow to about 1,500 books this year.

*Henry County, Ga.* *O. O. Tolleson, superintendent, McDonough.*—The board of education of Henry County, Ga., offered an amount of money up to \$25 to duplicate an equal sum raised by any school. The whole was to be expended for library purposes upon the following conditions: The committee to select the books and to formulate rules governing the use of the library was composed of one member selected by the school and one by the board. These two might select a third if necessary. Books must be properly housed. Where separate library room was not provided, bookcases were purchased out of the library fund. The school must give bond to the board of education to insure the preservation of the books and the proper observance of the library rules. Five to three hundred and fifty dollars was raised by each of the various schools, so that now only 4 out of 32 schools have no library.

*District No. 1, Montgomery County, N. Y.* *N. Berton Alter, Nelliston.*—A "literary diploma" is issued to each child in this supervisory district who complies with the following conditions: (1) Reads 10 books during the school year (those mentioned by syllabus preferred); (2) commits the six poems required for the English work of his grade; (3) writes a letter to the district superintendent describing his favorite book.

*Wilkes County, N. C.* *C. C. Wright, superintendent, Hunting Creek.*—We have established 26 supplementary libraries in the county this year, with approximately 1,100 volumes of good cloth-bound books. We have established no original libraries, for the reason that each district already has one.

*Ionia County, Mich.* *Harvey H. Lowrey, county commissioner, Ionia.*—For seven years we have had the county eighth-grade pupils come to the county seat for their diplomas, and it has had a wholesome effect. It is one of the things which has helped to increase the interest in completing the rural-school course, so that this year more than one-half of the membership of the 11 high schools in this county were rural nonresidents.

*Jackson County, Minn.* *J. B. Arp, Jackson.*—We graduate from 100 to 150 pupils from the eighth grade of our rural schools annually and hold central graduation exercises in May. Over 1,000 people attend these exercises from all over the county, and about 250 rural-school officers come together on the same day for a conference on

better schools. We also held a boys' 1-acre corn contest the past year and gave a \$45 corn planter for first premium to the boy obtaining the best yield, and a list of other premiums amounting to \$50. For this contest we have nearly 100 contestants; and, besides this, we have in connection with our county fair all sorts of premiums for agricultural products and manual-training exhibits as well as school work of all kinds, making a total of over \$200 in premiums.

*Martin County, Minn. C. J. Timms, superintendent, Fairmont.*—We have started an educational museum for the schools of the county. The exhibits were obtained from various manufacturers, railroad companies, and steamship lines. These we lend to schools for use in geography and other lessons. We also have on hand a complete file of the various bulletins published by the United States Department of Agriculture, and the various agricultural colleges. These have been carefully catalogued and are lent to teachers, schools, and farmers. We also keep on hand a complete exhibit of work done by pupils in the country schools. This we find of great help in inspiring others.

*Woodford County, Ill. Roy L. Moore, superintendent, Eureka.*—In District No. 73, Woodford County, a new and very satisfactory plan for teaching domestic science in the rural schools has been followed. Permission was secured by two competent women of the neighborhood to use the schoolhouse from May 1 to September 1. The directors were asked to purchase some planed boards to lay across the desks for cutting table. The classes were open to girls from the three districts adjoining. There was no charge connected with the work, but each girl was expected to bring a tapeline, scissors, thimble, pins, needles, notebook, pencil, and material for a dress. The ages of the girls ranged from 12 to 19 years.

Pupils were taught the tailor system of measurements. During the summer 43 dresses were worked upon. Various grades of cotton goods were studied. The raw cotton was taken up also, examined, and its uses were discussed. Besides the dresses, various other garments were made.

Aside from this, much practical work was done in giving instruction concerning washing and laundry work, the various kinds of soaps, and recipes for homemade soap. Twenty-one girls were enrolled in the class. The directors in one of the adjoining districts have asked that the work be given in their district next year.

*Tippecanoe County, Ind. Brainard Hooker, superintendent, La Fayette.*—The work in manual training and in sewing was extended to five additional schools. The employment of a skilled supervisor in woodwork for four of these schools is a new feature for this county, and it has proved a successful experiment. Three other schools

employed a supervisor of art and sewing. This was also highly satisfactory, and considerable improvement is seen in the other work of these grades.

Elementary agriculture was introduced in the grades of all schools of the county last year. The county superintendent attended the summer school at Purdue University and spent the five weeks in the course given by the State College of Agriculture studying agriculture and methods in the teaching of agriculture. Feeling certain that many of the practical lessons of agriculture can be taught by women as well as by men, the county superintendent convinced his county board of education that the mere fact of the majority of teachers in the county being women was not to be taken as evidence that elementary agriculture could not be taught in all the schools. The previous objections of the board were waived and a unanimous vote cast favoring the scheme planned by their superintendent.

A series of circulars was prepared covering the following subjects: The apple tree study and arbor day, corn and weed seed, the chicken, horse judging, cattle judging, seed-corn testing, the home-school garden, and club work. Children of the fourth, fifth, and sixth grades were given packages of flower and garden seeds and asked to plant and cultivate home gardens during their vacation, and to report to the teacher in September. They were promised credit for the term examinations in elementary agriculture for 1913-14 if their work was satisfactory.

Children of the seventh to the twelfth grades were invited to join one of the clubs organized in the county—a corn club for boys, a gardening and canning club for girls, and a poultry club for boys and girls. These clubs follow the rules laid down by Purdue University. There are 41 members of the corn club, 19 of the gardening and canning club, and 52 of the poultry club. In the effort to organize these clubs the county superintendent took with him to the consolidated schools an extension worker from the poultry department of Purdue University who lectured to the children on poultry raising, gave demonstrations of how to prepare poultry for the frying pan and the oven, conducted egg-testing demonstrations, made a study of the egg, and of the anatomy of the chicken. Eleven schools were visited, and the children in every school but one showed marked interest.

*Gunnison County, Colo. Sara B. Easterly, superintendent, Gunnison.*—A year or so ago some work was done in the county in elementary agriculture. Rural boys studied hay and cattle feed raised here in relation to beef products (the principal production of this county). Several schools did some manual-training work in the way of making necessary fittings for the schoolroom. One or two teachers did very successful work in sewing. One teacher, whose

boys wanted to sew, put them to making canvas carpenter aprons and taught them to sew on buttons and mend ordinary rents.

One teacher, who was a chafing-dish expert, took her dish to school and added appetizing bits to her own and the pupils' cold lunches. She took up the simple elements of cooking with her pupils in this way. Another school took care of the school lunches one winter in this manner: Each family sent some one article, such as the bread, the meat, or the milk, on one day, while other families each brought a special thing. The teacher and the larger girls cooked these things on a common stove and served a warm meal to all present. The mothers were pleased with this idea, as they said they found it easier to put up a few potatoes, a can of milk, or a loaf or two of bread each day than a whole lunch for five or six children. Each day the menu for the following day was planned and each family directed what to bring.

*Jefferson County, Pa. L. Mayne Jones, superintendent, Brookville.*—In two of the country schools an experiment was made in attempting to give the advanced pupils construction work in wood, sewing, and basketry. While the amount of work done was not extensive, the experiment was a success. This work gave some valuable training and discipline, but the greatest benefit was the increased interest and enthusiasm and the efficiency thus brought to all the work of the schools.

The experiments conducted last year indicate that industrial work is feasible in the rural school, and also that it has a general as well as special value. They also show that any teacher who is interested and willing to study and work on this problem can succeed. One of the teachers who did this work last year had absolutely no training for it, and the other had only a few lessons in woodwork.

These teachers are planning to have ladies from the patrons' association come to school on Friday afternoons and give instruction in sewing. I believe this will open up a valuable field of labor for the rural school.

*Chester Township, Ohio. Harley H. Smith, superintendent, New Burlington.*—During the past school year we did some good work in cooking and sewing. Our equipment for cooking, in the high school as well as in the grade schools, consists of a coal-oil stove, a few tables, and cooking utensils, all of which were donated by parents at a "kitchen shower." The teacher who had charge of this work in our high school was not a graduate in either domestic science or domestic art, but with grit and determination she introduced the work and made a successful beginning.

During the coldest part of winter we served to the children warm lunches, with a varied menu each day. These lunches were served for 2 and 3 cents each, and they proved not only very beneficial

physically but also socially, as we were served each day by previously appointed cooks and waiters, chosen from the boys and girls. This fall we expect to can tomatoes and other vegetables for lunches during the winter.

The girls were taught plain sewing and made curtains for the windows and rugs for the floors.

*Second district, Saratoga County, N. Y. Lou Messinger, superintendent, Ballston Spa.*—In my schools I have gone among the teachers and worked personally with each one to arouse an interest in common things and the things of rural life. One means I have taken is to get an increased interest in drawing and handwork. The drawing is mostly of the nature of design, with the object of making pupils know better combinations of colors in rugs, wall paper, oilcloth, etc. In several schools the primary pupils have worked out original designs for borders, surface patterns, etc., and then have worked these out in cross-stitch on holders, pillow covers, and various other household articles. Several teachers have organized sewing classes, in each case to teach plain sewing and mending. One teacher has awakened a great interest in the cocoons and moths of the locality. This in itself is not so important, but the amount of information those pupils acquire while in search of something about moths is of vast importance, besides the power it gives them of acquiring other knowledge by their own efforts.

*Warren County, Ind. Harry Evans, superintendent, Williamsport.*—Perhaps the very best thing that has been done in any school in this county was the introduction of some elementary work in agriculture. This was put in the high school at Pine village, and the students eligible were given the option of the work in agriculture or Virgil. With one exception all took both subjects. As a result of the interest in this work and the reflected interest shown in other subjects, these people had scholarship grades about 5 per cent higher on the average than they had maintained the year before. This increased average was not reached because the bright ones had grades that were unusually high, but because the "plodders," seeing some incentive in their work, took more interest in all subjects. Not only were the scholarship grades better, but the average per cent of attendance was about 5 per cent better, due, as we think, to the increased interest. Girls and boys vied with each other in the work, which included, in a very general way, soils, crops, animal husbandry, and dairying. The girls showed as much interest in judging stock as the boys, and their judgment was as good in most cases.

*Caldwell Parish, La. E. H. Turner, superintendent, Columbia.*—We secured for the Grayson School departments of agriculture and domestic science and have equipped that school for this work by pur-

chasing farming implements, stock, etc., and by erecting a modern barn in accordance with plans of the State department. We have also installed in the kitchen a cook range and a kitchen cabinet, with necessary equipment.

*Clinton County, Ind. Marion W. Salmon, superintendent, Frankfort.*—This is the first year that domestic science has been taught in any of the public schools of the county. The trustee of one township put a sewing course in a consolidated school this year under the supervision of a competent teacher. The course was open to the girls of the seventh to the twelfth year, inclusive, and was made elective. Every girl in those grades took it and remained in to the end of the year. Nothing but handwork was done the first semester. Some of the girls in the beginning did not know on which finger to wear a thimble. Many of them, however, became skillful with the needle by the close of school.

Machines were introduced the second semester. Many of the girls, even in the higher grades, had never used a machine, but before school closed many were able to cut, fit, and make garments for themselves. The course is very popular with both pupils and patrons.

#### IMPROVING THE TEACHERS IN SERVICE.

*Boulder County, Colo. J. H. Shriber, superintendent.*—Boulder County has 66 school districts, and 62 of these are of the third class, representing town and country schools. These 62 districts have been grouped into 12 "centrals," or working units, each comprising from three to five contiguous districts, in which a strong village or rural school is used as the central point.

The teachers of each group elect a chairman and secretary and hold monthly meetings at the central school. The main part of the program of these meetings is a study and discussion of the course of study for the forthcoming month, as outlined and sent to the teachers monthly by the county superintendent. Each teacher who teaches all grades discusses a subject from the monthly outlines, as arithmetic, for example, beginning with the first year and carrying the discussion through the grades to the eighth year, thus showing the continuity of the work to be done in the several grades. The secretary of each group makes a brief report to the superintendent's office of the program carried out and of the number of teachers present and absent. The results of this effort for more effective organization and supervision of rural schools are as follows:

1. The isolated condition of the solitary school is in a degree overcome and the weak or inexperienced teacher is brought in frequent contact with the strong teacher of her group.
2. The country school can be standardized and its student body held for stronger work.

3. City superintendents, principals, and strong grade teachers can be secured to address and give encouragement to the teachers of the several groups.

4. Reading circle work and extension work offered by universities and teachers' colleges can be undertaken and made interesting and profitable.

5. By increasing the school unit from the district to the group, it approaches in a sensible way the problem of real consolidation, pointing the way to the establishment of rural high schools and to the employment of a supervising principal for each group.

6. In effect it gives the county superintendent 24 assistants whose business it is to maintain high standards for the several groups of districts.

*Clinton County, Iowa. George E. Farrell, superintendent, Clinton.*—Clinton County consists of 20 civil townships, in each of which is in active operation a teachers' study club, which holds meetings one-half day each month under the direction of a leader appointed by the county superintendent. Three to four hours are given to intensive study and discussion of school topics. The course for a year's study is divided into eight parts and outlined for each month by the superintendent. Thus each club pursues similar work; meetings are generally held during an afternoon of a regular school day. Our school boards, with the exception of a few individual directors, grant this half day without requiring their teachers to make up the time lost. The secretary of each club keeps an accurate record, and reports in detail to the superintendent the proceedings of each meeting and the attendance of all members and visitors.

In addition to the eight teachers' meetings held during the year by each club, at least one patrons' meeting and school exhibit is held for the entire township under the auspices of the local study club. The county superintendent aims to be present at each patrons' meeting and school exhibit and at not less than one teachers' meeting in each township.

We have had these teachers' study clubs for two years and their results are very noticeable. Teachers are working as a unit for a common end—better schools. Pupils are interested because their teachers are alive and are using wide-awake methods. Parents are interested, and even the indifferent school officer is awakening. The clubs are not averse to passing resolutions commending or condemning the action or inaction of boards.

During the year now closing our records show an average attendance of more than 90 per cent of our teachers, and there are also in regular attendance from our town and city schools many students who desire to become teachers. Patrons and school officers are frequent visitors and the patrons' meetings are largely attended.

A marked spirit of self-reliance is manifested by our teachers, as the entire responsibility of arranging and carrying out those meetings is reposed wholly in the various clubs.

*Knox County, Ill.* *Walter F. Boyes, superintendent, Galesburg.*—The plan of our teachers' meetings is as follows: The county superintendent designates the number of teachers, 6 to 12, to meet at a certain county school on a certain date at 9 o'clock. The forenoon is spent in observing the regular work of the school. Neither the county superintendent nor any visitor has anything to say. All keep in the background as much as possible with the idea of embarrassing the members of the school as little as may be. At noon the pupils are dismissed and teachers and county superintendent give the afternoon to a discussion of the problems of teaching, with special reference to what had been observed during the forenoon.

The plan has been approved by the annual directors' meeting of the county, and only 5 directors out of a possible 480 express any unwillingness to allow the teacher the day. Of 160 teachers listed, 144 were present at one of the 18 meetings held. All the teachers attending except one thought the meetings helpful. One did not desire to express himself.

The advantage of such a meeting is that it gives discussion a concreteness impossible in most teachers' meetings. Practically every teacher at each of the meetings was most alert and attentive. Enough difference of opinion was developed to make the discussions most lively and interesting. Everybody took part, owing to the entire absence of formality. To make such a meeting of the greatest value is a real day's work for the county superintendent, but for the improvement of actual class teaching in his schools I do not know how he could spend the day to better advantage.

*Logan County, Ill.* *D. F. Nichols, superintendent, Lincoln.*—In our efforts to improve the corps of teachers we let them know at the outset that the merit system prevails. This gives every teacher an opportunity to be measured according to her efforts. Certificates are renewed without examination, providing there are no grades below 75 per cent. Success in teaching, institute attendance, and reading-circle work are the requirements for renewal. We have an annual institute lasting one week just before schools open in September. We favor a late institute, as it does not interfere with teachers' vacations and its value is not dissipated before actual work in the schoolroom begins. At least three or four normal-school instructors are employed to do the instructing. In addition to this, we have a county teachers' association, which holds two semianual meetings within the school year.

*Lebanon County, Pa.* *John W. Snoke, superintendent, Lebanon.*—I have organized my teachers into four groups, viz: Rural teachers'

association, high-school and grammar grade teachers' association, intermediate grade teachers' association, and primary grade teachers' association.

Besides meeting annually for one week in county teachers' institute, we have each association or group of teachers meet at separate times twice a year for an entire day to discuss the work particularly pertaining to their group. Lectures and instructors are procured, and the work of the association has proven to be most helpful.

*Butler County, Pa. Frank A. McClung, superintendent, Butler.*—Last term we held a series of teachers' meetings over the county that were a little different from any ever held before. Two meetings were scheduled to be held in each township district. At one school in the district designated by the superintendent the children gathered as usual on Saturday and during the forenoon the usual classes were held. The other teachers of the district came to this school at the opening of school at 9 o'clock and observed the teaching during the morning session. At noon the children were dismissed, and during the afternoon topics of vital interest were discussed by the teachers to whom subjects had been assigned before. These meetings were attended by the teachers, patrons, and directors. Two meetings were held in each district. Those present and the result of the meeting were reported to the superintendent. In all 54 meetings were held, with a total attendance of over 400 teachers and nearly 200 directors.

*Howard County, Ind. Albert F. Hutson, superintendent, Kokomo.*—The best step in progress we made in the past year was the maintenance of joint township institutes held once each month at the county seat. Heretofore we had conducted these in each township. In our joint meeting we have sectional work composed of the following sections: Primary, intermediate, high school, and district. We do sectional work in the forenoon. In the afternoon we have one or two good lectures along some school lines for the institute as a whole. This plan brings about unity of work, social relations, a saving of time and energy, better institutes, and a broader influence in every way.

*Pushmataha County, Okla. W. C. Payne, superintendent, Antlers.*—Pushmataha is a large and thinly settled county, and the teachers have found it impracticable to meet together for reading-circle work. Last year they decided to organize as a library association. The fee is 75 cents. The books are kept at the county superintendent's office, and the county superintendent acts as librarian. The books are mailed without cost to the teachers. The plan has been very successful, and within a few years we hope to have a well-equipped library.

*Berks County, Pa. E. M. Rapp, superintendent, Reading.*—Two agencies that have contributed greatly to the improvement of our

teachers are the teachers' reading union and the traveling pedagogical library for the use of the teachers of the county.

The reading union has had a continuous existence since 1891. Its objects are the improvement of its members in literary, scientific, and professional knowledge, and the promotion of habits of self-culture. One book is adopted for study each year. A diploma is granted to members of the union who answer the prepared questions for three consecutive years and attain an average of 75 per cent. For each additional year's reading a seal is placed on the diploma.

The results of the 20 years of the history of the union very fully justified the efforts made to improve the professional spirit among the teachers of the county. The growth of interest has been most gratifying. It is not an unusual thing for a new venture to meet with success in the beginning and then gradually lose its hold and pass into neglect, leaving little but a remembered failure. But the Berks County teachers' reading union has steadily grown, each year fully justifying its existence by the improvement in the work done in the schools as a direct result of the fostering of higher educational standards and of encouraging a finer professional spirit.

Our traveling pedagogical library has 10 cases of 40 volumes each. An additional case will be added every year until the number reaches 25, or about one case to every 25 teachers instead of 50, as at present. All of the cases are shipped from the office of the county superintendent at the beginning of the school term to local centers, where they remain until the close of the school term, when they are shipped back to the office of the superintendent. This is all the traveling they do in a year.

The local custodian is usually a school principal, and the books are usually kept at the school. All teachers, directors, and patrons may freely use the books. The local custodian keeps a careful record of all books distributed. The expense of transportation is borne by the reading union.

The following card has been prepared and distributed to our teachers with good results:

A SELF-GRADING CERTIFICATE OF SUCCESS.

CAN YOU GIVE YOURSELF 100 PER CENT?

*For the School Year Ending June, 19—.*

THE TEACHER, 100 PER CENT.

A. PERSONALITY, 20 PER CENT.

1. Physical: Health, habits, industry, ability to do things, cleanliness, neatness of attire.
2. Mental: Moral worth, habits, disposition, temperament, individuality, originality, power of initiative, self-control, sarcasm, sincerity of purpose, attitude toward children, ability to meet people.

## B. AS A STUDENT, 15 PER CENT.

1. Lines of study pursued.
2. Lectures attended.
3. Vacation schools attended.

## C. PROFESSIONAL DEVELOPMENT, 15 PER CENT.

1. Problems of teaching studied.
2. Work in township institutes or teachers' meetings in cities and towns.
  - (a) Preparation.
  - (b) Presentation.
3. Attitude toward educational meetings.
  - (a) Attendance.
  - (b) Participation.
4. Lectures attended.
5. Vacation schools attended.

## D. AS AN INSTRUCTOR, 20 PER CENT.

1. Preparation.
  - (a) Before coming to class.
  - (b) Assignments.
  - (c) Skill in bringing the pupils into the right conscious attitude for the new truth to be presented.
2. Presentation.
  - (a) Knowledge of the mind of the pupil.
  - (b) Knowledge of the matter to be presented.
  - (c) Knowledge of ways of presentation.
  - (d) Skill in presentation.
3. Comparison or interpretation based on children's experiences.
  - (a) Skill in keeping the minds of all the pupils centered on the new truth being presented and upon their own experience that will help them interpret at the same time.
4. Generalization.
  - (a) Skill in leading pupils to draw correct conclusions and to state them well.
5. Application.
  - (a) Skill in making people realize the new truth as their own. Ability in leading pupils to discover that school problems are life problems.

## E. GOVERNMENT, 15 PER CENT.

1. Two ways.
  - (a) Through the conscious use of rewards and punishments.
  - (b) Through the inspiration of personality.
2. Two types or order.
  - (a) Constrained, unnatural, and dead.
  - (b) Free, natural, and alive with the busy hum of industry that accompanies the understanding that each pupil is to do his work without disturbing his neighbors.

## F. COMMUNITY INTEREST, 15 PER CENT.

1. As illustrated by—
  - (a) Ability to keep pupils from withdrawing from school.
  - (b) Ability to secure regularity in attendance.
2. As illustrated by—
  - (a) Ability to send common-school graduates to high school.
  - (b) Ability to send high-school graduates to higher institutions.
3. As illustrated by—
  - (a) Care of school property, keeping records, and making reports.
  - (b) Sanitary conditions, decorations, and neatness.
  - (c) Ability to establish and maintain libraries and young people's reading circles.
  - (d) Cooperation with teachers, supervisors, and school officials in school plans, exhibits, and meetings.
  - (e) Part taken in the plans and affairs of the community.

Total grade.....

.....Teacher.

At the end of the school year carefully mark the above schedule, and if you find that you fall below "50" quit teaching for the sake of the children, for your sake, and for the sake of the State.

*Clinton County, Ind. Marion W. Salmon, superintendent, Frankfort.*—At our midwinter meeting—a meeting attended by all the teachers of the county—we had a school exhibit that was very suggestive and helpful to the teachers. The exhibit included work from every year from the primary to the high school, and from the one-room school as well as from the larger consolidated schools. It contained devices and suggestions for representing a great variety of work—booklets on home geography, nature study, and agriculture, English work correlated with those subjects, botany and physics notebooks, drawing work and writing from all grades, and an extensive sewing display from one of our largest consolidated schools.

*Mercer County, Pa. H. E. McConnell, superintendent, Mercer.*—During the last two years we have tried to emphasize the following subjects: Reading, writing, and drawing. Much good work has been accomplished in each subject. In writing we have been using the "muscular movement." For two years we have had three special writing instructors at our county institutes, who drilled and trained the teachers in actual seat work in writing, just as they would drill pupils. Twice during each school year this has been followed up by these instructors at different places. Some districts have held special conferences under the direction of the instructors. Each teacher is requested to send monthly specimens of pupil's and teacher's writing to the office. The same plan was followed in drawing work last year.

*Dartmouth Township, Mass. Albert S. Cole, superintendent, North Dartmouth.*—During the year the teachers have met at a central schoolhouse for half a day on Saturdays to teach each other the handwork gleaned in the various normal schools where the teachers were trained. Basketry, chair caning, sewing, etc., have received quite an impetus from these meetings.

*Harris County, Tex. L. L. Pugh, superintendent, Houston.*—The principals of the county have organized a schoolmasters' round table. Meetings are called once a month and school problems and all matters pertaining to the betterment of education are discussed.

Each year a school annual is published, which reaches every home in the county. Arrangements have been made with the Carnegie Library to furnish books to rural-school teachers and supplementary reading matter to the children.

*Harrison County, Miss. J. J. Dawsey, superintendent, Gulfport.*—A summer normal for the three coast counties has been held in my county for five years at Wiggins, Miss. The term lasts four weeks. We like this plan much better than the old plan of holding a one-week

institute in each county with one instructor. We secured for this past summer five instructors, all specialists in their work.

*Chenango County, second district, N. Y. Albert C. Bowers, superintendent, Sherburne.*—A study of school conditions was made to determine which schools were in special need of strong teachers, either in the higher or lower grades, and of the teachers to determine the strength and weakness of each. As a result of this study, it has been possible to place the teachers in the district in the positions where each could accomplish the most during the school year. Many teachers who can do excellent work in one school would do poor work in another; those who can do well with lower grade pupils are often unable to do well with higher grade pupils, while it is equally true that others who can do satisfactorily the higher grade work are not fitted for the work of the first three grades.

School exhibits were held during the year in connection with teachers' conferences, at which were shown samples of handwork by both boys and girls, together with an exhibit of the regular school work.

In the small country schools conditions vary so much that no two schools can follow the same method of procedure. Much is left to the judgment of the teacher. In a few schools there were maintained girls' clubs which met each month and served lunch prepared by the children. In these schools, the children became much interested in cooking. Other schools took up sewing as a special work, and boys as well as girls seemed to enjoy it. In other schools, handwork was encouraged: elementary science apparatus, windmills, waterwheels, weathercocks, and many other things were made by the boys. The results obtained gave promise that much could be accomplished by a teacher who will correlate the work with geography, drawing, and mathematics. For example, boys devised apparatus to determine wind velocity, and also other weather apparatus. Neat weather charts were prepared. Waterwheels were constructed, modeled after wheels in near-by places using water power.

One day in the term was given by each teacher to visiting schools and observing the work of the teachers visited. A carefully prepared report to the district superintendents was required. Suggestions for making the report were sent to each teacher, together with the list of schools in which observations might be made. This brought the observers into contact with some of the strong teachers while at work, and required them to record the methods and means used in obtaining results.

**IMPROVEMENT OF BUILDINGS, GROUNDS, EQUIPMENT,  
ETC.**

*Knox County, Tenn.* *M. W. Wilson, superintendent, Knoxville.*—In Knox County we erected during last year 14 new buildings, at a cost of \$25,000. One of these was for a consolidated school where four schools had been brought to one center. This consolidated school is a brick veneered building costing \$10,000. All the other buildings have two rooms. During the last two years we have reduced the number of buildings from 154 to 136. We are trying to do away with all one-room schools in the county, but 34 still remain. We are now erecting three new agricultural high schools, at a cost of \$50,000. In these schools we expect to have both grammar and high-school departments, with four teachers in the grammar grades and four in the high-school department. These buildings are being erected on sites of 15 acres of good land donated to the county for demonstration work. All are brick veneer, with slate roofs, steam heat, and all modern conveniences.

*Jackson County, Minn.* *J. B. Arp, superintendent, Jackson.*—We have in Jackson County, outside of 3 high schools with 8 or more grades and departments and 4 small village schools of 2 or 3 departments each, about 112 one-room rural schools. Of these 112 schools, 107 have attained the standard now demanded in Minnesota to be classed as "rural State-aided schools of 'A,' 'B,' or 'C' grade."

Each schoolhouse is heated and ventilated by some good system of jacketed stove that keeps the air fresh and the temperature even any day of the year; and the buildings are in such state of repair as to make this comparatively easy in any school. No building in the county is left unpainted or unsightly, and the last 10 or 12 buildings erected are pleasing in architecture, lighted from one side only, with ceilings 12 feet or more in height, providing 18 square feet or more of floor space per pupil, with hardwood and well-oiled floors, and with modern individual desks.

The apparatus consists of not less than 100 square feet of slate blackboard, one modern unabridged dictionary, not less than 5 academic or other abridged dictionaries, 1 set of regular readers and 2 or more sets of supplementary readers for each grade (which means from 10 to 30 sets of good readers), a case of 8 maps and a State map for geography work, a good 12-inch globe, and from \$5 to \$10 worth of primary material for the lower grades.

Every school also has a reading library aside from its textbook library with not less than 40 volumes and up to 250 or 300 volumes of children's books. Textbooks in Minnesota may either be bought by the pupils or owned by the districts, but Jackson County has no school that is not supplied by the district with textbooks, aside

from its free libraries. The average annual cost per pupil of such textbooks in only a little over 50 cents after the first purchase.

*La Salle Parish, La.* *J. Wolfe Carter, superintendent, Jena.*—We have recently finished and are now occupying a \$30,000 brick school building in one part of the parish and will build a \$6,000 frame schoolhouse this summer in another section of the parish. We have established manual-training and domestic-science departments in those schools and are planning to extend this work to the smaller schools. We have established an agricultural school and propose to place great emphasis on this phase of education.

*Jefferson County, Nebr.* *R. C. Harris, superintendent, Fairbury.*—Some 50 rooms are now properly heated and ventilated. Single seats have been installed in more than half of the 102 schools of the county. People are beginning to realize that it does not pay to require a small child to sit in a seat that is too large. Quite a number of rural schools have been erected, and in each case they have proper lighting. One rural district is now erecting a modern building costing \$2,200, which will have a full basement for playroom and other purposes. About 12 other schools are now supplied with playground apparatus.

*Ransom County, N. Dak.* *C. E. Carett, superintendent, Lisbon.*—Consolidation of schools is attracting the greatest amount of attention in this county at this time. At present we are erecting two buildings which will provide ample room for graded and high-school work. We are also establishing a house on the ground for the superintendent. This will enable him to live near his work and board the other teachers. We are hiring college graduates for these schools, and we shall insist on making the positions as permanent as possible. In addition to this every board in my county has pledged itself to fix up at least one school so as to meet the requirements for State aid.

*Third district, Erie County, N. Y.* *William E. Pierce, superintendent, East Aurora.*—Much attention has been given to equipment. Practically every school is supplied with a modern bookcase and a good working library. Suitable maps, charts, globes, and dictionaries are to be found in all the schools. A piano or organ is found in many of them. Wall clocks and suitable framed pictures are provided. Attention has been given to suitable pupils' desks and seats properly arranged.

*Pierce County, Wash.* *H. R. Cox, superintendent, Tacoma.*—We have been especially emphasizing the work of playground apparatus and playsheds. District No. 74, at Elbe, is building a \$3,000 gymnasium. Districts No. 49 and No. 41 have built substantial, well-equipped playsheds. Almost all the schools of the county are doing something along the line of playground apparatus. In several districts the boys and girls are installing homemade apparatus. In Eatonville, in addition to the 4½ acres, the district has purchased 10

acres of ground with a good water system installed, and this is to constitute agricultural experiment grounds and athletic field.

*Logan County, Ill.* *D. F. Nichols, superintendent, Lincoln.*—In keeping up and improving the physical equipment of our rural and village schools we use the plan of the State superintendent of public instruction for standardizing our schools. As a result, more improvements have been made during the past 5 years than in the preceding 10. Of the 104 rural schools in the county, 45 are fully standardized, and all the remainder have been helped by means of the standardization scheme. We hope to increase our number of standard schools to 60 during 1913-14.

We have averaged two new rural-school houses a year for five years. These buildings are all modern and up to date in every particular. The following towns have recently put up new school buildings, all of them being very complete in equipment and conveniences: Eden, \$12,000; Middletown, \$18,000; Mount Pulaski grade school, \$30,000 and township high school, \$45,000; and Atlanta, \$50,000.

The salaries of the rural and village teachers will average with the best in Illinois. One rural teacher is getting \$113 per month for nine months. Salaries of \$75 to \$95 per month are numerous.

*Monroe County, N. Y.* *W. W. Rayfield, district superintendent, Webster.*—I urged upon all teachers to have a general clean-up day in the spring, and I noted with pleasure that, with a few exceptions, the school grounds were put in tip-top shape; ashes removed, yards graded, tulip beds planted, and many creditable school gardens maintained for the first time. In many districts the schoolroom, windows, etc., received a genuine cleaning, the work being done by the pupils.

*Lamar County, Tex.* *W. H. Snow, superintendent, Paris.*—During the year 1912-13 we built 20 modern school buildings in Lamar County. Nearly all of these were erected by the issuance of school district bonds. The amounts ran from \$1,000 to \$16,000. Some miserable shacks have been replaced by modern, up-to-date school buildings.

*Flathead County, Mont.* *May Trumper, superintendent, Kalispell.*—The very best thing done in our rural schools this year has been the rearranging of several of our old one-room rural schools so as to have the rooms properly lighted.

The old rooms had windows on opposite sides. The windows on one side have been closed and blackboard placed the full length of that side. The seats have been turned to face this blackboard. This has been tried as an experiment in three schools, with such satisfactory results that the trustees this summer will place extra windows at the rear of the room, or at the rear and left of the children. We have had the experiment tried in three different parts of the county

in the hope that adjoining districts may catch the idea. As soon as the windows are moved, the attention of all districts will be called by a circular letter to what has been done in the three schools.

### SOCIALIZING THE SCHOOL.

*Newton County, Mo. E. H. Newcomb, superintendent, Neosho.*—I consider the most important thing attempted for the rural schools of this county during the last year to be the beginning of the movement toward making the "school the community center." We have sought by some means to bring home interests and school interests together and thus to make the work of the school more nearly supplement that of the home. We have sought to interest patrons and parents in the daily work of the school and to get them to feel that the welfare of the school depends directly upon their efforts in its behalf. We have tried to teach also that the schoolhouse and premises are public property and should be used for any and all public purposes, the lecture, the mothers' club, farmers' organizations, etc.

In the endeavor to bring the school and the home together we have used two methods of procedure. One is the doing of that work in school which will supplement that done at home and which grows out of the home interests. I here refer to practical agriculture and nature-study work, domestic science, and the study of farm management and rural government. The other method is the endeavor to get patrons interested in the work of the school by giving them an opportunity to visit the school and to contribute time and effort in the school-day programs.

In every district there is a day set aside and known as parents' day. It is a day, early in the year, when parents are invited to the schoolhouse to spend the day. The old farm wagon and the "big dinner" are always in evidence, and the general results of the day's exercises have been more than gratifying. The attendance throughout the county for the last school term aggregated 2,000 persons, and the various communities have been warmed with community and neighborly good will and have responded to the "call of the school." The day within itself is of little benefit compared with that derived from the one feeling that the parent has actually gone to the schoolhouse and spent the day in the interest of the education of the child. The children are anxious for the day to come, and they often afterwards prevail on the father or mother to come again to the school. The parent, too, is awakened to the fact that the teacher has the welfare of the child at heart and that the interests of both are common. Growing out of the manifest interest in these parents' days there has arisen another school exercise known as school day.

For educational purposes the county is divided into seven districts. Each of these centers around a village or a larger town, and it is here that the school-day exercises are held. In one of these districts the school day comes with the county fair; in others with farmers' day or with other rural or village activities. At some time during the autumn school day is observed. Hundreds of people are in attendance. At Seneca in the fall of 1913 more than 1,500 people gathered to witness the work. At Ritchey, a village of 200 inhabitants, more than 800 people were present. The exercises consist of teachers' meetings in the forenoon, display work all day, contests in declaiming and spelling about the middle of the day, and athletics in the afternoon. Many kinds of exhibits have been made, much interest has been taken in the athletic (field events) features, and great pride in the school parade. Thousands of people attended these exercises last year, and in the seven lines of march there were more than 2,000 children. In the various contests and exhibits prizes were offered and awarded.

Through these three days—parents' day, school day, and graduation day—the people are awakening to the fact that schools exist and that the work of the school after all is worthy the support and good will of the home, that the home and the school should go hand in hand, and that the schoolhouse should no longer be closed for the major part of the time. They are slowly coming to feel that the work of the community and of the school is common ground and that what aids one will and must necessarily help the other, and that the community interests must be toward the best welfare of the community school.

*Yamhill County, Oreg. S. S. Duneen, superintendent, McMinnville.*—Our annual school fair has come to be the "big event" of the year in the county. During the entire school year we encourage industrial work in every school, and we have only to get the products of these efforts together to have such a display that our fair building is taxed to the utmost. Last year's fair increased 50 per cent over the year before, and everything indicates a like increase this year.

As a means of creating the interest necessary for success in industrial work, we are holding rallies in the country districts. We include from four to six school districts in a rally district, and hold the meeting at a central school building. The program consists of discussions on such subjects as "The relation of the school and the home," "What I expect the school to do for the community," "Beautifying school premises," "The purpose and scope of the rural school." School men and women, as well as patrons, take part in this work, and we usually secure a man from one of the State educational institutions to give an address.

It is a veritable "get-together movement," and is doing much to create an interest in the schools. These free discussions cause the patrons to feel that they have something to do with the management of the schools, that they must feel responsible to an extent for what is taught there, and that the schools are for the purpose of developing character and not merely to teach facts from textbooks. Indeed, they are coming to see that the facts in general are not learned for themselves alone, but for the lessons that may be learned from them, and for the effect they have on the life of the child.

The "rally spirit" is kept up later by organizing rural school improvement clubs in every district. They elect a president, a vice president, and a secretary. They meet about once a month and discuss anything that may be of interest to school patrons. The teacher and pupils usually give a short program, and a lunch is quite often served. They arrange for visiting the school regularly, and they visit it, not in a spirit of criticism, but with an honest purpose of investigation, with a view to aid the teacher in every way.

*Jefferson County, Pa.* *L. Mayne Jones, superintendent, Brookville.*—A number of the schools organized home and school associations and these associations were a very marked help. They turned their attention largely to the material needs of the school, such as supplying equipment, improving the grounds, etc. At West Reynolds-ville this association purchased a portable stage, a rug for the stage, and over 100 chairs. At Sigel several hundred feet of good cement sidewalk was made and some reference books purchased. At the Stone school over \$50 in cash was raised for improving the grounds, and some work was done by volunteer labor. At Worthville trees were planted. At Upper Buchheit and Prospect money was raised to improve the grounds, and a literary society was conducted through the summer. In addition to the material assistance, these associations have been invaluable as a means of bringing the home and school into close cooperation.

*Lafayette Parish, La.* *L. J. Alleman, superintendent, Lafayette.*—We are changing the emphasis in our rural schools by entering into work related to agriculture, such as corn clubs, canning clubs, poultry clubs, hog clubs, and domestic science clubs. In addition to a parish fair, where the best of this material is exhibited, we have an annual "convocation day." The first of these was held in 1903 or 1904. On convocation day all the public school children of the parish assemble in Lafayette and form into line of march, headed by a brass band. Each school carries a banner, and the line of march proceeds through the principal street of the town to the campus of the Southwestern Louisiana Industrial Institute. There the children engage in literary, athletic, and agricultural contests. We have spelling matches, contests in arithmetic, singing, etc. Exhibits of domestic

science and art work, classroom work, such as writing, compositions, maps, and drawings, are shown. The agricultural exhibits include pigs raised by the boys, vegetables from the school gardens, poultry, canning, etc. We have annually about 2,000 children and nearly 1,000 adults who attend these convocation days, and good results are obtained.

*Calhoun County, S. C. D. S. Murph, superintendent, St. Matthews.*—Each year, about the middle of April, a field day is held, in which all the schools of the county participate. The exercises are held at the county seat. In the morning the literary exercises are held. These include contests in the academic branches, such as spelling, history, and arithmetic. The contests are written or oral, as seems best in each instance. Then follows a practical address by some well-known educator. Dinner is served on the grounds; in the afternoon athletic contests are held, and prizes are awarded to the winners in both the literary and the athletic contests.

These exercises have created the most intense interest throughout the county, and have been the means of awakening more interest in the schools of the county than any other one thing I have been able to bring to pass during my term of office. At the last field day here about three-fifths of the entire white population of the county were in attendance.

*Colfax County, Nebr. F. J. Vogltance, superintendent, Schuyler.*—Our rural school literary societies are composed of the young men and women in the small school districts whose names do not appear on the school register as regular pupils in school. These young people meet at the schoolhouses in the evenings, elect their officers, etc., and decide on the kind of program they wish to prepare for next meeting. Their programs usually consist of recitations, dialogues, songs, etc. Many young people in the rural districts take music, vocal or instrumental lessons, and such programs give them a splendid opportunity to appear before the public. One of these small schools where there were a few of these programs given last winter bought a good piano with the admission fees. Some have debates on subjects of general interest. All their meetings are held at the schoolhouses. The telephones, R. F. D.'s, and automobiles help them to advertise their programs and get crowds larger than the schoolhouses can accommodate. The teacher is usually the one who gets things started, and often she takes part in the program, or some of her pupils.

*Keith County, Nebr. Genevieve Richmond, superintendent, Ogallala.*—More than two-thirds of our teachers had something in the way of social work in their schoolhouses during the year. These gatherings were literary societies, box socials, debates, programs, dinners, and other things.

Several teachers taught sewing without interfering with their class work. Two teachers served hot lunches every day. The school work of the county was better than ever before. For the first time in the seven years I have been in office it was possible to secure a sufficient number of qualified teachers, instead of dealing in "permits," as we had found necessary before.

*Lycoming County, Pa. G. B. Milnor, superintendent, Muncey.*—Parent-teacher associations raised for school improvements during 1912-13 \$3,935.52. Sociables and entertainments by teachers and pupils brought the larger part of this sum. The money was expended in the various schools of the county for all kinds of improvements. Some schools purchased libraries, fixtures, and play-ground equipment, while other schools spent their money in beautifying the school grounds with trees, shrubbery, and flowers. The parent-teacher club of one school put a new roof on their building, while many schools were provided with curtains, shades, and water jars.

*Gloucester County, N. J. D. T. Steelman, superintendent, Woodbury.*—Some form of industrial or manual training is now taught in all of our rural schools, and just prior to the closing of the schools a special day is set apart for exhibiting the hand work of pupils. Parents are invited to these exhibits, and I find an unusual amount of interest has been aroused in the rural communities by this means. On April 5 our first annual exhibit of the school work of the county was held in the courthouse at Woodbury, every school in the county exhibiting. Four thousand persons from our own and adjoining counties were in attendance. That you may better understand the interest manifested in this exhibit by people in the rural section, I will state that one family, consisting of father, mother, daughter, and son, drove 12 miles over a country road to bring to the exhibit a peach pie which the daughter, a girl of 10 years of age, had made from a recipe furnished by her teacher.

*Greene County, Ill. George B. McClland, superintendent, Carrollton.*—Specimens of school work done during the year under the direction of the county superintendent are preserved in well-covered books and exhibited at the annual county fair and at the teachers' institute. Premiums are awarded to the schools preparing these, and also to pupils of the schools for exhibits of educational, agricultural, and domestic science work. A lively interest is taken by the people in these exhibits. Premiums of \$300 in value are offered for this work by the fair association, \$100 of which is contributed by the county board of supervisors.

*Fourth district, Saratoga County, N. Y. Ida M. Smith, superintendent, Saratoga Springs.*—I have held two exhibits of school work at the close of the school year. These have placed before the public the work of the schools in such a manner that many things which were

before unknown to the majority of the people have been called to their attention, and I feel that as a result the actual work of the schoolroom is held in better esteem.

*Monroe County, Ala. J. A. Barnes, superintendent, Jones Mills.*—The principal of every school is made president of a local school improvement association. He is required by the superintendent to organize his school and have every pupil do what he reasonably can (a) to promote better houses and equipments; (b) to promote better health conditions; (c) to adorn and beautify the school building and grounds.

*Mason County, Ill. Fannie Spaits Merwin, superintendent, Havana.*—Two rural schools held "old pupils' reunions" which were attended by 125 and 150 "old scholars," respectively, some from different States of the Union, even from Texas. At one of these a movement was set on foot to rebuild the schoolhouse.

*Macon County, N. C. M. D. Billings, superintendent, Franklin.*—The one thing which I think has stimulated public interest in the schools of the county more than anything else is the annual school exhibit given at the county seat near the close of the school term. This exhibit consisted of essays, notebooks, drawing, penmanship, wood carving, sewing, and basketry. It would be hard to estimate the good that was derived from this exhibit, as it awakened great interest in the patrons of the different schools. I saw the result of this interest this year when making application to the county board of commissioners for a special tax in order that we might have a six months' school in every district in the county. The commissioners not only gave the extra tax I asked, but after going over my estimates made the tax larger than I had thought of asking. The most gratifying aspect of this is that, so far as I know, the increased levy meets the approval of all the principal taxpayers of the county.

*Merсер County, N. J. J. M. Arnold, superintendent, Trenton.*—In three of our schools the "school industrial credit for home work" was undertaken with excellent results. Many of our teachers, hearing of this work, have requested that it be tried in their schools during the coming year. I give herewith a letter from the teacher of the Stony Brook School:

About February 1, 1913, the plan of allowing "school industrial credit for home industrial work" was undertaken in the Stony Brook School. Lists of the things for which credit would be given, including habits of neatness and cleanliness, were printed and copies given to the pupils. Notebooks were furnished and daily records kept of the amount and kind of work done in the home. These records were signed by the parents and from time to time shown to the teacher. A lively interest was soon aroused, and home and school were brought into a closer relation.

At a little social gathering a cake that was served was pronounced very fine. A mother proudly asserted that her daughter had made it. "She does nearly all the baking in the home since the home industrial plan was started," she added.

Another mother wrote to the teacher in praise of the movement, saying that now her little boy kept the wood box constantly supplied, whereas before she had to coax him to get an armful.

Parents were often heard to say that instead of constantly having to remind their children of the chores to be done before and after school the children did them without being told and seemed to enjoy doing them. Incidents might be multiplied showing how the boys and girls made themselves useful in their homes, much to the joy and satisfaction of their parents.

And the movement was not without its effect upon the school. Out of an enrollment of 25 pupils, 6 were neither absent nor tardy during the year, an increase of 4 over the previous year; 15 were absent only when necessary, owing to sickness. Lessons were better prepared, and the better conduct of the pupils was noted in a marked degree.

The undertaking was a success, and I hope to continue the work another year and to give it even more attention.

*Langlade County, Wis. A. M. Averson, superintendent, Antigo.*—We took up the system of home credits, following the system used in Oregon, except that we added credits in final examination in some subjects, such as the following:

In physiology 15 per cent for sleeping with windows open and coming to school with clean face and hands, and hair combed.

In agriculture 10 per cent credit for making corn tester and testing at least 100 ears of corn.

In agriculture 10 per cent credit for testing and keeping milk record of 5 cows for a month.

About two-thirds of the teachers carried on this credit system, and most of them reported that it had helped them materially in creating a greater interest in the school work, because the school recognized not only the work of the children in school but their work outside. The parents took a greater interest in the school, and the children looked upon the home work as a pleasure, whereas it had been drudgery before. I expect, next year, to give greater credit in final examinations for work done at home.

*Manitowoc County, Wis. C. W. Meisnest, superintendent, Manitowoc.*—During the past two years we have taken up in the county a line of agricultural exhibit work. This is planned as follows:

In the spring of the year a large number of pupils all over the county, some from every school, plant home gardens. We tried to feature the important things, such as corn and potatoes, and received a sack of corn from our agricultural department of the university, for distribution to the children. I distributed this corn through the teachers, who called for same at my office. A great many other vegetables were planted, and in most cases the children gave their

little gardens fine attention during the summer. The teachers, in many cases, corresponded with their pupils and encouraged them. In the fall the results of their efforts were exhibited in the schoolhouse. Most schools have a district agricultural fair. Besides agricultural products, there were exhibited others, such as school work, cooking, baking, sewing, etc. The fair was usually held in the afternoon, although in a few schools Friday afternoon and evening were given up for that purpose and the people turned out in large numbers. Generally, an outside speaker or two gave a short talk, but most of the program (agricultural) was furnished by the school and the younger progressive farmers of the community.

In a few cases the schools (six or eight) of an entire township brought their products together at a central hall, and in that way had a big exhibit. These township agricultural fairs, with exhibits from six or eight schools, were very successful, though the district agricultural fairs, I think, were most impressive.

A second line of work which some of my schools have taken up is the Oregon idea of giving school credit for the regular home duties. Only a few of my teachers, however, have taken this up the past year. Credit was given in various home duties and in sanitary lines, such as sleeping with open windows, brushing teeth, etc.

I inaugurated the past year another somewhat similar line of work. This was the giving of credit at school, and also at my diploma examination, for work done at home or at school along agricultural lines. I gave credit as follows:

	Per cent.
1. For making corn rack.....	3
2. For hom garden.....	5
3. For proper selection of seed corn for father's planting.....	2
4. For having performed alone or with the teacher at least 5 experiments as outlined in my pamphlet or similar ones.....	5
5. For performing germination test.....	5
6. Babcock milk test.....	5
7. Carpentry articles (for boys) or domestic science (sewing, cooking, etc., for girls).....	5
	<hr/> 30

In all, 30 per cent credit was accepted by me toward their standing in agriculture for this work, which was done either at school or at home. A certified statement from the teacher that such work had been done was presented as evidence.

I also gave 20 per cent credit at my diploma examination toward standing in geography for pupils who drew to scale a map of their school district and inserted thereon some of the geographical things I suggested. I am sure this gave the pupils and the teachers a more thorough understanding of their districts than they ever had before.

These are some of the newer things we have been taking up in the county the past year or two. We have also our contests, commencement exercises for country schools, farmers' clubs, literary societies, etc.

*Second district, Saratoga County, N. Y. Miss Lou Messinger, superintendent, Ballston Spa.*—The four district superintendents in the county have organized an agricultural contest, with products to be exhibited at the county fair in August of each year. The great value of this contest lies in the fact that only pupils from rural schools are allowed to enter it. We have also organized a contest in English and agriculture combined. Each pupil in every rural school in the county above the third grade is required during the year, as regular school work, to write an essay on some nature study or agricultural topic and submit it to his teacher. The teacher is to select the best 3 of these and send them to the district superintendent. Then the best 3 in each supervisory district, or the best 12 in the county, are selected to be read by the writers for prizes at the county fair on education day. The writer of the best essay in each school receives a book as a prize. This has brought about a great interest in the English work in the schools.

*Lamoure County, N. Dak. Laura B. Sanderson, Lamoure.*—For my entire term of office, four and one-half years, I have been pushing the industrial contests among school children. We have had corn, potato, and sewing contests. The winners at the county contest get a free trip to the short course given at our State agricultural college. Last fall I took 10 there.

This year we have added contests in bread and butter making. We are also holding an acre alfalfa contest for the larger boys. I presented this matter of alfalfa growing to the board of county commissioners, and they furnished me seed for the boys. I felt that we should introduce nothing but the best pure-bred seed, and so we secured the best Grimm seed for these contests. Of course, we hope great things from this small beginning. For several years we carried on county spelling contests, the winners getting a free trip to the State contest held at the State capital. . . .

We have been trying out the plan of school credit for home work in some of the good village and rural schools of the county and find that it has worked out most successfully. Parents have approved of this work from the start and have helped it along. In most cases the school boards have furnished prizes, although in a few cases I have done it myself.

*Kane County, Ill. E. A. Ellis, superintendent, Geneva.*—During the winter of 1912-13 about 135 boys enrolled as members of the Kane County boys' corn club. Out of this number, 126 received their allowance of seed corn and are working their prize acre this sum-

mer. The shrinkage was due to the fact that some moved out of the county and some moved to town this spring, and therefore did not have the available land. The corn furnished the club was paid for by the Kane County board of supervisors, who purchased 27 bushels of the best-bred seed corn they could obtain at the rate of \$5 per bushel. Each boy was allowed 16 ears, was furnished with a seed tester, and given instructions as to the method of testing his corn. It is hoped that through this club a large amount of very good seed corn will be available for use throughout the county.

The Kane County girls' sewing club was organized last year at the same time as the boys' corn club. Each member was given a Belding sewing book, and each school purchased a book on hand sewing lessons. Each teacher was also furnished with the list of entries which are to be exhibited at the Kane County farmers' institute next year, and the suggestion was made that she direct the sewing efforts of the girls along these general lines. Two hundred and twenty members have enrolled in this work and are preparing the material which they are to send to the farmers' institute. Much of this work is done at home, and we find that where teachers take an intelligent interest in directing the efforts of the girls they do a great deal of work at home and do it in a creditable manner.

*Davis County, Utah. Hubert C. Burton, superintendent, Kaysville.*—This summer we have a man continuously employed to do club work and assist the boys, girls, and parents in their homes. In this work he holds meetings to demonstrate the best methods of preserving fruits and vegetables. Here is one of his announcements:

THERE WILL BE A CANNING DEMONSTRATION

which the mothers and daughters are urgently requested to attend, at .....  
August ....., at 1 o'clock.

The principles underlying the successful preservation of vegetables and fruit will be demonstrated and explained. If you can, bring a quart bottle, with rubber and lid, and something that you would like to see put up. If you bring fruit, bring sugar to sweeten; if vegetables, bring a teaspoonful of salt.

It is important that the girls in the canning club attend. We want 500 pints or quarts by the girls for the county and State fairs. There were 68 present at the demonstration in Bountiful. Don't miss this opportunity.

Respectfully,

.....,  
*Demonstrator.*

*Monroe County, N. Y. W. W. Rayfield, district superintendent, Webster.*—In my home town, through the active support of a local canner, I have a tomato contest under way. Pupils must have been in school this year and be over 10 and under 18 years of age to enter the contest. Each contestant must raise 300 plants and personally care for them and deliver the crop. Tomatoes are to be bought at

market price and several prizes ranging from \$5 to \$50 are to be awarded for the best kept and most productive crop raised. A committee of three visit the plats and inspect them.

*McCook County, S. Dak.* *C. A. Kaech, superintendent, Salem.*—We have been devoting much time and energy to the organization of industrial contests among the boys and girls of the county. In 1911 we spent \$100 for this purpose; in 1912, \$214; this year we are offering prizes to the amount of \$225. In 1911 and in 1912 this money was appropriated by the board of county commissioners. This year it was appropriated by them in accordance with a law passed by the legislature of this State.

Just at present we are erecting a county educational building on the fair grounds at the county seat. The money for this purpose was obtained from the school boards and from the county commissioners.

*Sioux County, Iowa.* *F. E. Fuller, superintendent, Orange City.*—In Sioux County there are 130 boys enrolled in the 1-acre corn contest, 23 girls in the gardening and canning contest, and 8 boys and girls in the poultry contest. To each corn competitor enough Silver King seed is given for an acre. The winners in all contests receive free trips to the State Agricultural College at Ames.

*Waseca County, Minn.* *Harry C. Van Loh, superintendent, Waseca.*—Industrial work is carried on in nearly all of the schools. We find this a great incentive to keep the larger boys and girls in school. Clubs are organized and at the meetings work pertaining to the welfare of the clubs is taken up. A county boys and girls' industrial contest is held each year. Work of the boys and girls is also exhibited at the State fair. Our main aim is to get attendance and to keep this by making school life interesting.

*Clinton County, Ind.* *Marion W. Salmon, superintendent, Frankfort.*—Through the cooperation of the teachers of the county we have organized a boys' corn club of 70 members. Each member is cultivating an acre plat of corn under the rules of the National and State contests. The boys are interested and enthusiastic. They are getting a great deal of first-hand knowledge of soils, plants, and how they grow, kinds and need of cultivation, besides the socializing effect of their meetings. They are developing interests that will eventually anchor them to the farm.

*Pierce County, Wash.* *H. R. Cox, superintendent, Tacoma.*—In addition to the regular scholastic work, we are enlarging upon the agricultural and industrial work of the schools of the county upon the plan started last year, and are now working with the State organization of the boys' and girls' agricultural and industrial contest. The county is now divided into 24 districts for local school fairs for vegetables, flowers, handwork, etc. The schools are gaining in interest and enthusiasm along these lines.

*Somerset County, Pa. D. W. Seibert, superintendent, Somerset.*—I think we secured a helpful school sentiment by means of our work in agriculture and household arts which we organized and encouraged through the rural and graded schools. Last year we had nearly 2,000 exhibits of articles made and grown by some of the 16,000 children enrolled in the schools of the county. The contest was held in a large assembly room of the courthouse during the county institute for teachers. It seemingly added new life and interest to the whole public-school problem. Many children who perhaps have never been recognized or praised for excellence through this means were brought to realize that they could do things worth while.

*Pulaski County, Ind. H. L. Rogers, Winamac.*—We have had a boys' corn club for four years, and the results are astonishing. In the four years over 1,600 boys have taken up the work; 65 different boys have been given a free trip to Purdue University for one week during the short course, and 36 boys have been taken to Chicago to the stock show. Other prizes have been offered also. A class of boys will be taken to Purdue again this year, and one boy will be sent to Washington, D. C. A poultry club was organized this spring.

*Mercer County, Pa. H. E. McConnell, superintendent, Mercer.*—This year we have 144 boys raising corn. We have nine high-school corn clubs, with an enrollment of 57 boys and 2 girls; each contestant is to raise 1 acre of corn. Then we have 85 boys working a quarter acre. Prizes are given in each contest. This work was started by the county superintendent. Mercer County is fortunate in having a county agriculturist who tries to visit the boys once each month and to make their work worth while.

Our girls also have a part. We have 115 girls in a bread-making contest. Much interest is being manifested in both contests.

*Fourth district, Saratoga County, N. Y. Ida M. Smith, superintendent, Saratoga Springs.*—Instead of sending a report of her own work as superintendent, Miss Smith sent the following paper, written by Miss Florence Booth, teacher of district No. 9, in Greenfield Township. The report gives an account of Miss Booth's work at the school of which she is principal:

#### IMPROVEMENT OF SCHOOL BUILDING AND GROUNDS.

#### SUCCESS DUE TO COOPERATION OF PARENTS AND TEACHER.

It seems to be a popular idea among parents, especially in rural districts, that anything is good enough for a schoolhouse. They say that a child does not notice its surroundings and has no thought if its school environment. This, however, is a mistaken idea, and I feel that I have so proved it to the community where I am located.

When school opened for the fall term in 1912 the building and grounds were in fair condition, as far as repairs are concerned, but the interior was a most uninviting place. The walls, which were rough and newly patched, were calcimined a dingy rose color,

with a dull brick-red border. The ceiling was a pale blue and thickly coated with smoke, while the woodwork was a neutral stone color. The window shades were a yellowish green, full of cracks, thus letting the sun pour into the room all day. One of the blackboards was made of three wide boards painted black; the other was merely a space on the front wall which had been given a coat of black paint. The furniture was in fair condition, except that the desks were both double and single. A good box stove furnished heat, and there was a fine bookcase and teacher's desk.

During the first week of school I talked with the pupils about what we could do to beautify our schoolhouse, and then I began to make my plans. The first was to organize a "sunshine club." Membership in this club was a reward of merit. The pupils were required to come to school with nails clean, teeth brushed, and hair neatly combed. The object of the club was to promote a love for nature and the beautiful, to make school hours pleasant and happy, and to lead to a desire for better surroundings. The meetings were held each Friday afternoon, providing the week had been a successful one; otherwise classes were held as usual. These afternoons were devoted entirely to music, stories, poems, drawing, sewing, and handiwork. The work done at the club was with the idea in view of future decorations. The first addition, one made by the district, was a fine slate blackboard, a long shelf for plants and a shorter one in the entry for water pail and washbasin.

When the club was well under way I began making calls among the inhabitants of the district and visited every family and home. I thus became acquainted with the home conditions, and in this fact, I am sure, lies the secret of a teacher's success. There must be a friendly spirit between parents and the teacher and a spirit of cooperation, if a school is to be successful.

I next started the plan of holding sociables to raise money to redecorate the walls. These have been a complete success, and were held at the various homes of the parents.

The choice of wall paper fell upon a sun-proof green, with vertical lines of white. The ceiling, which is carried down 18 inches on the side walls, is white, with a stone-colored design. This drop was finished with a green and gilt band. Thus decorated, the room has a very light appearance. When the question of hanging the paper came up, the trustee and I decided to do the work and thus save the expense of hiring.

After this was done the school decided to have another social and raise money to purchase new shades. These were chosen to carry out the color scheme and dark green ones were bought. I then hung sash curtains and the room looked, as one man expressed it, "like a little parlor," and all at an expense of less than \$12 beside our work.

The next thing to be done was to clean up the grounds. By working together noons we piled the wood neatly, raked the lawn, and burnt the brush and refuse. We finished by planting three trees and some shrubs on Arbor Day. We had a great deal of pleasure doing the outdoor work, and the children felt that they were really doing something.

After these things were taken care of we began to plan for a covered water tank to take the place of the uncovered pail. This tank was supplied by the district, and each child obtained a cup for himself. The tank was placed in the entry, upon the shelf mentioned before. Near-by I hung a small mirror and a comb case, with comb attached. With the addition of a basin and soap dish, the corner has been complete, except for sanitary towels, which we hope to have in the near future.

We then took the handiwork made at our meetings of the club, such as chains, Japanese lanterns, calendars, etc., and hung them at intervals across the room, the calendars making good decorations for the walls, together with the pictures which I supplied.

The last thing we did this spring was to go to the woods for ferns which make fine plants for school, and can be obtained easily in any rural district.

We have often invited the mothers to come to school, and they come, sometimes half a dozen at a time. These parents, with the exception of two families, are German farmers, many of whom speak very broken English. I was fortunate enough to speak German, imperfectly, to be sure, but enough to talk with them. We have become good friends, for I also lend them books in their mother tongue and teach their children the German songs, which are very dear to them. They have helped willingly in every way they could afford and best of all is that it is "our schoolhouse," because all have helped to make it what it is now. The children are happy and contented, and show their appreciation by bringing many flowers and plants to school.

All this has not been brought about without opposition and many discouragements, but if a teacher with a real desire to better conditions goes along smilingly, a little at a time, she can work wonders. We now have a building that we are proud of, and it is due to the spirit of friendliness and cooperation between the teacher, pupils, parents, officers, and the entire community.

A little leadership is all that is necessary to accomplish what we have done, and every teacher is capable of being a leader. In all communities the teacher, if she does her duty, is respected and looked up to, and I am sure that with a little of the right spirit on her part the success which we have had will come to her and her school.

#### MISCELLANEOUS NOTES.

*Myra L. Ingalsbe, Hartford, N. Y., district superintendent in Washington County,* reports that school children under her supervision very much enjoyed correspondence with school children of more than 20 foreign countries. The plan of their letter exchange work is as follows:

1. Pupils select country and town or city with which they wish to open correspondence.
2. Letters written, pictures and souvenirs inclosed.
3. Teacher writes a letter to the teacher of the foreign town or city to which the letters of pupils are to be sent.
4. Wrap the above letter securely in a parcel and address the same as follows:

To any English-speaking teacher,

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5. Teacher writes a second letter addressed to the postmaster of the chosen town or city. Said letter contains a request that the inclosed parcel of letters be handed to any English-speaking teacher in the given town or city. This letter is placed upon the aforesaid parcel and the increased parcel again securely wrapped and addressed to

Postmaster,

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*C. W. Tillibridge, Smethport, Pa., superintendent of McKean County,* has been publishing for the past eight years a school paper. There are four numbers per year and all teachers and school directors receive free copies. The subscription price to pupils is 10 cents per year. The subscription list exceeded 1,200 last year.

*In Douglas County, Colo.*, during the year 1912-13 the schools conducted successfully a "herd record contest in dairy work."

*In Laurens County, Ga.*, several schools are cultivating 1-acre fields of corn. The children in each school cultivate their acre in common, according to the best instructions for corn growing in Georgia. The purpose is to teach proper methods of corn cultivation, and the profits from the sale of the corn will be expended by teachers and pupils for needed school improvements.

*In Northampton County, Va.*, 1,200 people belong to the school improvement leagues of the several schools. In 1912-13 the leagues raised more than \$6,000.

*Sumner County, Tenn.*, conducted 30 night schools for adults in the fall of 1912. In these schools 300 illiterates were taught to read and write. Of this number, some were 75 years old.

*Henry and Twiggs Counties, Ga.*, have begun a system of volunteer medical inspection of school children.

*C. I. Kingsbury, Mexico, N. Y.*, superintendent of the fourth district of Oswego County, last year completed arrangements for free operations on the school children of his district for adenoids and tonsils.

*In Prairie View, Ark.*, the principal of the public school induced the pupils and patrons of the school to rent 12 acres of ground and grow cotton on it for the benefit of the school. The venture was successful, as more than \$200 was cleared for school improvements.

*Brown County, Tex.*, recently held a successful clean-up contest. The superintendent reports that 40 of the 65 schools of the county entered the contest and that thousands of dollars' worth of work that had been needed for many years was done. A permanent organization, "The Brown County school betterment league," was one of the results of the contest.

*In Snohomish County, Wash.*, some of the topics studied and discussed last year by the principals' club were the new education, centralization of the rural schools, medical inspection in the public schools, sex hygiene, and the juvenile court.

*In Williamsburg County, S. C.*, one of the schools gives three periods a week to theoretical and practical dairy work. Two cows, one of the ordinary type and one of the best type, are kept in the school barn. A comparison of records of the two cows is made monthly for the benefit of the pupils. The dairy produce is sold at market value.

*Supt. C. M. Danuser, of Gasconade County, Mo.*, in his annual report, records the experience of all of the 77 teachers in the county. The record shows each teacher's grade of certificate, years of service,

and salary for each year. Such a report makes known the names of those teachers who move every year with possibly no increase in salary.

*Berks County, Pa.*, has a county teachers' veteran association composed of the active teachers of the county who have been in the service 25 years or longer. There are 56 members, 46 men and 10 women. The president of the association is John G. Dengler, who has taught 52 years, 40 years in one school. The association holds an annual meeting at the time of the county institute.

*In Haskell County, Tex.*, the superintendent publishes a school paper called the Haskell County School News.

*In Harrison County, Ind.*, the course of study for the high schools emphasizes forestry and tree planting. Before any pupil shall be issued a grade in botany he must have complied with the following:

Each individual pupil shall plant a tree upon the school yard or other public grounds, by the roadside or in some place where the tree may be of public benefit. The tree may be a shade tree, forest tree, or fruit tree, but it must be furnished with some protection and carefully and scientifically chosen and transplanted.

After the tree is planted each pupil is required to direct a letter to the county superintendent of schools describing his tree and place of planting, giving reasons for selecting the particular tree and place, and telling what protection the transplanted tree has been given.

It is the purpose of this requirement to have a thrifty, growing tree of public benefit to the people of the county for every boy and girl who passes through the high schools of the county.

*In Danville, Ga.*, as an adjunct to the corn-club movement, the school girls organized a cotton club for the purpose of promoting the study of the cotton plant, improving its type, increasing its yield, and bringing about more pleasant social relations among girls that live and work on the farm.

*Island County, Wash.*, has tried the teachers' cottage and found it helpful in retaining good teachers and in developing the community-center idea.

The superintendent of this county also reports that the placing of talking machines in many rural schools has brought much happiness to little people isolated from good music.

*In Montgomery County, N. Y.*, one of the granges, desiring that the local teacher better equip herself for teaching agriculture and domestic science, voted an appropriation toward the expenses of the teacher in taking a summer course in agriculture and household arts in Cornell University.

*In Oconto County, Wis.*, during 1912-13, 50 schools used Babcock milk testers from one to four months each; 33 schools owned the testers, while 17 used borrowed ones; 30 of the schools kept milk sheets for 153 cows.



## BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (\*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are cut of print.]

### 1906.

†No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.  
\*No. 2. German views of American education, with particular reference to industrial development. William N. Hailmann. 10 cts.  
\*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

### 1907.

†No. 1. The continuation school in the United States. Arthur J. Jones.  
\*No. 2. Agricultural education, including nature study and school gardens. James R. Jewell. 15 cts.  
†No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.  
†No. 4. The elimination of pupils from school. Edward L. Thorndike.

### 1908.

†No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.  
\*No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.  
\*No. 3. Bibliography of education for 1907. James Ingersoll Wyer, jr., and Martha L. Phelps. 10 cts.  
†No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.  
\*No. 5. Education in Formosa. Julian H. Arnold. 10 cts.  
\*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.  
\*No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.  
†No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

### 1909.

\*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.  
No. 2. Admission of Chinese students to American colleges. John Fryer.  
\*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.  
†No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.  
No. 5. Statistics of public, society, and school libraries in 1908.  
\*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.  
No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.  
\*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.  
\*No. 9. Bibliography of education for 1908-9. 10 cts.  
No. 10. Education for efficiency in railroad service. J. Shirley Eaton.  
\*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

### 1910.

†No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show.  
No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.  
†No. 3. List of publications of the United States Bureau of Education, 1867-1910.  
\*No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.  
\*No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.  
†No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

1911.

- \*No. 1. Bibliography of science teaching. 5 cts.
- \*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- \*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- \*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- \*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- †No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States.
- \*No. 7. Undergraduate work in mathematics in colleges and universities. 5 cts.
- \*No. 8. Examinations in mathematics, other than those set by the teacher for his own classes. 5 cts.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1908-9.
- \*No. 12. Training of teachers of elementary and secondary mathematics. 5 cts.
- \*No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- \*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- \*No. 15. Educational system of China as recently reconstructed. Harry E. King. 15 cts.
- \*No. 16. Mathematics in the public and private secondary schools of the United States. 15 cts.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- \*No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- \*No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and W. J. Craig. 5 cts.
- \*No. 2. Mathematics at West Point and Annapolis. 5 cts.
- \*No. 3. Report of committee on uniform records and reports. 5 cts.
- \*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- \*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- \*No. 6. Agricultural education in secondary schools. 10 cts.
- \*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- \*No. 8. Peace day. Fannie Fern Andrews. [Later publication, 1913, No. 12.] 5 cts.
- \*No. 9. Country schools for city boys. William S. Myers. 10 cts.
- \*No. 10. Bibliography of education in agriculture and home economics. 10 cts.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
- \*No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- \*No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- †No. 15. Current educational topics, No. II.
- \*No. 16. The reorganized school playground. Henry S. Curtis. 5 cts.
- \*No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- \*No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- \*No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- \*No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown. 10 cts.
- \*No. 21. Urban and rural common-school statistics. Harlan Updegraff and William R. Hood. 5 cts.
- No. 22. Public and private high schools.
- No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mudge.
- \*No. 24. Current educational topics, No. III. 5 cts.
- †No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-1911.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- \*No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
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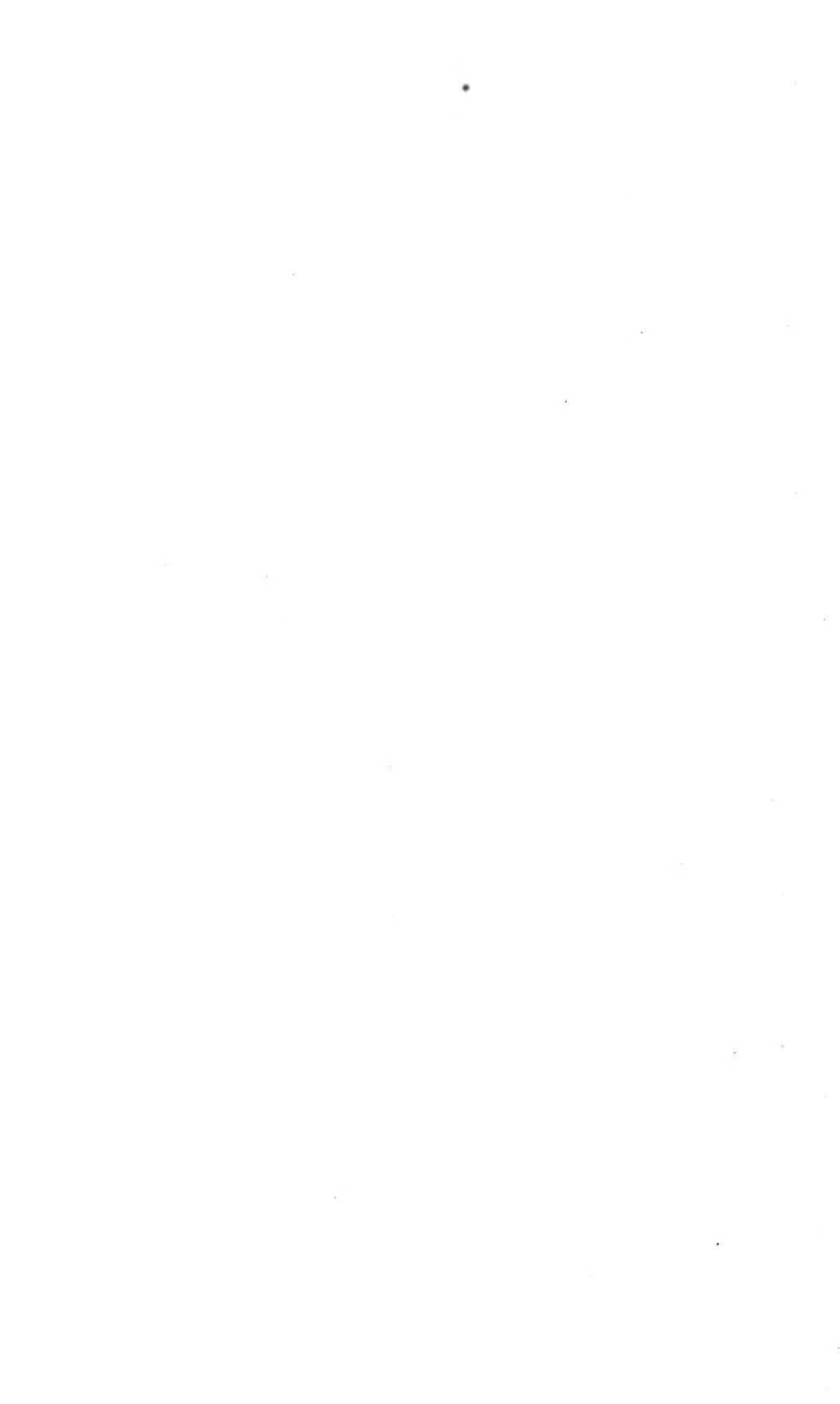
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